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ABSTRACT

A survey of the San Diego City Schools English Language Program was carried out in December 1982. Based on the results of the survey, the following conclusions were drawn: (1) the survey shows a generally negative perception of the English Language Program; (2) all groups responding perceived themselves as doing a thorough job of implementing the program; (3) more and/or better inservice training is needed; (4) teachers feel there is not adequate time in the school day to implement the program as written; (5) pacing schedules are not appropriate; (6) a well-designed element of homework is needed by the program; and (7) teachers perceive the program as lacking in opportunity for teachers to grow in professional expertise or for students to grow in creativity. Several recommendations for program improvement are made, some of which were instituted immediately after the survey. (BW)

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San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

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EVALUATION REPORT OF THE SURVEY OF THE DISTRICT ENGLISH LANGUAGE PROGRAM

TM 840 520

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No. 337

February 28, 1983

SAN DIEGO CITY SCHOOLS

EVALUATION REPORT OF THE SURVEY
OF THE DISTRICT ENGLISH LANGUAGE PROGRAM
EXECUTIVE SUMMARY

A survey of the District English Language Program was carried out in December of 1982. The survey consisted of 28 items with a 5-place Likert response pattern in which 5 was high and 1 was low. Eight hundred and twenty-six (826) responses were received. Sixty-six (66%) percent of the survey respondents were from non-minority isolated schools. Thirty (30%) percent were from minority isolated schools. Thirty-eight (38%) percent of the returns were from Achievement Goals Program schools, grades 1 through 8.

According to the perceptions of the respondents the six most positive aspects of the program were:

--Thoroughness of implementation by teachers

--Effectiveness of the program in teaching recognized standard English

--Level of priority given by teachers to the program

--Effectiveness of the unit tests in assessing mastery

--Quality of materials used for independent work by students

Those six aspects of the program which were viewed most negatively were:

--Inservice and direction after the start of the school year

--District inservice prior to the start of the school year

--Adequacy of time in the school day to implement other areas of the curriculum

--Adequacy of time to implement the English Language curriculum

--Suitability of homework provided

--Correctness/appropriateness of pacing schedule

Three areas of concern evidenced by the survey, in particular by the comments contributed in the space provided, were:

--Materials assigned were often of reading levels that were too difficult for use at grade levels assigned, especially at AGP schools or schools where many students are reading below grade level.

--Inappropriateness of the pacing schedule

--Effectiveness of unit products in demonstrating achievement of unit objectives

CONCLUSIONS

Based on the data generated by the survey and the comments made by those responding, the following conclusions seem to be in order:

1. Because of the very high numbers of items which received responses below three, one must conclude that the survey shows a generally negative perception of the English Language Program by the groups responding. Achievement Goals Program teachers in grades 7 and 8 rated 24 items of the 28 as less than 3. It may be said that only elementary and secondary administrators not in AGP (N's of 14 and 2), expressed a positive view of the program.

2. According to all groups responding, they see themselves as doing a "thorough job of implementing the English Language Program." In every case, the item, number 28, received a response well over 3. Furthermore, in most cases teachers and administrators said that they were giving a high priority to the program.

3. More and/or better inservice was needed up to the time of the survey distribution. Inservicing has taken place since that time, and present perceptions have not been gauged.

4. Teachers feel that there is not adequate time in the school day or class period to implement the program as written.

5. Pacing schedules in place at the time the survey was administered were not appropriate for the program. Revisions have been made and the problem continues to be studied.

6. If past surveys of parents may be trusted as reliable, a well designed element of homework is needed by the program.

7. Teachers perceive the program as lacking in opportunity for teachers to exercise and grow in professional expertise or for students to grow in creativity or convergent or divergent thinking.

8. Achievement Goals Program staff perceive the program more negatively than staff not in AGP.

9. Secondary staff--grades 7 and 8--perceive the program more negatively than elementary staff.

10. Achievement Goals Program teachers at grades 7 and 8 perceive the program most negatively of all groups.

11. In particular, the comments given by teachers indicate that the program may have been put together too fast, racing to meet deadlines. Important steps seem to be skipped; assumptions of transition and completeness seem to have been made without adequate piloting. Whereas many comments seem to say that the philosophy underlying the program may be sound, responses tend to indicate that those producing the program have not sufficiently translated the philosophy and/or theory into a program which can be effectively implemented in the classroom.

RECOMMENDATIONS

1. Conduct follow-up interview during mid-year evaluation visits at AGP and Consolidated Application Schools. Focus on clarification of major weaknesses and strengths of the program as revealed by the surveys.

2. Insure adequate inservice prior to implementation of any new element.

3. Focus revision corrective steps on grades 7 and 8 as highest priority. Carefully evaluate staff perceptions of Unit 8 which is being developed as a prototype model.

4. Focus unit activities into sequential steps with more specific directions to teachers.

5. Continue to study the pacing problem. Give attention to how well the

new pacing schedules afford opportunity to cover those objectives of the program on which students will be tested in the spring, 1983.

6. Do research in the area for finding other programs which are functioning with such success as might insure that our district could learn from those programs.

7. Replicate this study in May or June to see how the perceptions of the staff have changed as a result of the options made available and as a result of changes in the program.

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SAN DIEGO CITY SCHOOLS
EVALUATION SERVICES

EVALUATION REPORT OF THE SURVEY OF THE DISTRICT ENGLISH LANGUAGE PROGRAM

I. BACKGROUND OF THE STUDY

A. The English Language Program

The District English Language Program has as its bases the State English Language Framework, 1976; the Board of Education 1978 Approval of the Revised English Curriculum Objectives, Grades 7-12 for the District; the State Handbook for Planning an Effective Reading Program, 1979; the Oral Communication Instruction Handbook, 1980; and the State Handbook for Planning an Effective Writing Program, 1981. The program was developed by the Curriculum and Programs Division of the San Diego City Schools to meet District needs and fulfill Board Approved Goals and Objectives. It was piloted in 1980-81 and became the District's official program in grades K-8 in 1981-82. Beginning with the 1982-83 School Year, the program was officially implemented as the English Language Program Component of the Achievement Goals Program. The present program reflects the revision which was carried out beginning in February 1982, based on feedback given through various means in the Curriculum and Programs Division. The Achievement Goals Program, English Language Component reflects the District's effort to fulfill the "Order Reintegration Plan, 1980-81," dated December 2, 1980, and issued by Judge Welsh in which he said: "The Board of Education of the San Diego Unified School District will:

1. Implement a course or courses of study in all minority-isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language."

B. Reasons for the Evaluation

The evaluation design for the Achievement Goals Program was presented to the Board of Education on November 4, 1980, and was accepted for forwarding to the

Court. Evaluation elements fall into three categories: the Implementation Evaluation, which assesses the extent and the quality of the implementation once the program is approved for carrying out in the schools; the Progress Evaluation, which gives feedback on the extent to which the program is meeting its interim goals; and the Outcome Evaluation, which will ascertain the degree to which the AGP meets the objectives set by the Court. As each new element, grade level, or component of the Achievement Goals Program has been added, Evaluation Services has used certain methods approved in the Evaluation Design to determine the quality of the materials used and the extent and quality process of carrying out the program. Fall surveys, followed by mid-year interviews and spring surveys to assess improvement, have been the major element of the Implementation Evaluation. The major thrust of the evaluation is to assure the Board, the Superintendent, and the Court, that a quality program is being implemented in the schools and to pinpoint strengths and weaknesses in that program with the view that program improvement will result.

C. The Survey, Fall, 1982

This report gives the results of a survey conducted specifically to ascertain staff perceptions--teachers, resource teachers, and administrators--of the District English Language Programs, grades K-8, with particular emphasis on the program in the Achievement Goals Program schools. Items of the survey were gathered from several sources. Interviews conducted in the AGP schools in February, 1982 resulted in certain findings which led to items on the survey this year. Items were suggested by the Curriculum and Programs Division and all of these were included. Some items were included because they dealt with intrinsic elements of the program and could not be omitted. The final survey instrument was reviewed and edited by all groups concerned to insure that it was clear, that it asked all pertinent questions, and that it met with the criteria for good evaluation design.

The final instrument consisted of twenty-eight (28) items. Response was by marking a five-point scale in which 5 was high and 1 was low. Machine-scorable an-

swer sheets were used and processing was by computer programs which tallied and summarized the results.

D. Sample

The sample of respondents consisted of the following:

A. At Achievement Goals Program Schools, all elementary teachers, resource teachers, and administrators were asked to respond. At junior high school in AGP, all seventh and eighth grade English teachers, all AGP resource teachers, and principals or administrators familiar with the program were asked to respond.

B. At elementary schools not in AGP, grades K-6, each site principal was asked to insure that one teacher per grade level respond at schools with populations of 500 or under, while at schools of more than 500, two teachers per grade level were asked to respond.

C. At junior high schools and middle schools not in AGP, principals were asked to request all seventh and eighth grade English Language teachers to complete a questionnaire. Principals and/or vice principals at these schools were asked to complete a survey only if they felt that they were adequately familiar with the program.

While 1400 surveys were sent to the schools, the actual sample as described above is between 1000 and 1100 subjects, based on a review of the faculties of the schools. Final responses number 826. Sixty-six percent of the survey respondents were in non-minority isolated schools (57% elementary and 9% secondary). Thirty percent were from minority-isolated schools. Thirty-eight percent were from AGP schools; sixty-one percent were from non-AGP schools.

E. Limitations of the Study

The survey was sent to arrive at the schools on November 29, with the request that they be returned by December 10. Prior to and during this time, Curriculum and Programs Division received considerable input on the strengths and weaknesses of the program through various channels. As a result, a revised plan of implementation for the English Language program was presented to principals of grades 7 and 8 on December 3, 1982. (See Appendix A for materials outlining the implementation options).

There were three major criticisms of the program to which the revised plan responded: fragmentation and difficulty of use; overly demanding pacing schedule; and inappropriateness of reading level.

At a subsequent meeting on December 10, further options and clarifications were offered. Essentially, these options provided that teachers could use the program as designed, or ". . . teachers may select instructional materials to help students achieve objectives. Materials may include lessons from district-produced guides and/or other instructional materials available at the site." (See Appendix B, p. B-2.) These options have not been extended to teachers at elementary grades; the expectation there is that the program will be implemented as designed.

As the deadline for returning surveys had been extended to December 17, 1982, and since a large portion of the surveys were returned during the week of December 13 through 17, it is difficult to determine the influence these developments had on the results of the survey. For purposes of this study, a working assumption will be made that the results of the survey are valid to show teacher perceptions of the quality and practicality of the District English Language Program.

II. RESULTS OF THE SURVEY

A. Total Response

Table 1, page 6, shows the results of the survey for all respondents combined. The first five columns give the number and percent of respondents choosing each of the answer options--1 through 5. The next column shows the average response across groups, while the last column to the right shows how the items ranked in order from 1 to 28 according to the value of the derived mean. While it is recognized that the Likert Scale does not yield continuous data, the mean is generally used as a source of comparison in the ranking of items. The top six ranked items are identified by circles; the bottom six items appear in boxes.

B. Items Ranked 1 Through 6

Three of the top six items do not relate intrinsically to the English Language Program itself. Those items ranked first and fourth, items 27 and 28, refer instead to the thoroughness of implementation and the level of priority given by teachers to the implementation. By this teachers were saying that regardless of the quality of the program, they were giving it their strongest effort. The significance of this response will have to await in-depth interviews with teachers. That item receiving the second highest ranking, number 3, relates to the availability of materials. Items ranked 3, 5, and 6 do relate to the intrinsic quality of the program. Item 8, Effectiveness in teaching recognized standard English usage, ranked number 3 with an average response of 3.42. This item grew out of the experiences with the Oral Communication Instruction Program (OCIP) which has since been merged with the English Language Program. A major thrust of OCIP was to teach standard English usage while respecting the dialect and/or speech which the student brought to the classroom. That this item was ranked number 3 would seem to indicate that teachers respect the manner in which the English Language Program approaches and tackles this sensitive issue.

The item which ranked 5 was number 13, Effectiveness of unit test in assessing mastery, with a mean value assigned of 3.19. There are two mastery tests for each unit, A and B. A key element of mastery learning is that students who do not show mastery on unit test A (mastery being represented by at least 80% correct) be given a chance to show mastery on further testing before moving on to new elements--units--of the curriculum. Therefore, it is definitely a positive note that this item received a high rating. For the total group derived mean, item number 23, Quality of materials used for independent work by students, was ranked 6. These are the worksheets and other assignments which students generally do while the teacher is working with other groups. Since no specific homework was built into the program, teachers' comments reveal that this work was sometimes assigned as homework.

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Staff Questionnaire
Table I
Total Response for All Administrators and Teachers (N=826)

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	AVERAGE RESPONSE	RANK
1.	District inservice prior to start of school year.	221(27)	164(20)	277(34)	107(13)	26(4)	2.44	26.5
2.	Inservice and direction after start of school year.	228(28)	200(24)	251(30)	98(12)	22(3)	2.36	28.9
3.	Availability of materials.	67(8)	119(14)	195(24)	206(25)	235(28)	3.51	2.0
4.	Support by Central Office Personnel.	125(15)	133(16)	339(41)	122(15)	63(8)	2.83	18.0
5.	Appropriateness of reading level of materials.	95(12)	140(17)	267(32)	210(25)	107(13)	3.11	7.5
6.	Effectiveness in teaching oral communication.	67(8)	170(21)	340(41)	181(22)	62(8)	3.00	11.0
7.	Effectiveness in teaching writing.	91(11)	152(18)	315(38)	197(24)	48(6)	2.95	16.0
8.	Effectiveness in teaching recognized standard English usage.	37(4)	86(10)	302(37)	287(35)	108(13)	3.42	3.0
9.	Suitability of difficulty level of materials for levels assigned.	112(14)	152(18)	272(33)	201(24)	84(10)	2.99	12.0
10.	Appropriateness of activities to sustain student achievement of objectives.	67(8)	153(19)	302(37)	223(27)	77(9)	3.11	7.5
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	68(8)	135(16)	344(42)	206(25)	59(7)	3.07	10.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	73(9)	152(18)	343(42)	186(23)	49(6)	2.98	13.5
13.	Effectiveness of unit test in assessing mastery.	85(10)	136(16)	243(29)	253(31)	104(13)	3.19	5.0
14.	Adequacy of cumulative tests in measuring retention.	76(9)	132(16)	312(38)	172(21)	47(6)	2.98	13.5
15.	Correctness/appropriateness of pacing schedule.	200(24)	174(21)	256(31)	140(17)	50(6)	2.59	22.5
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	72(9)	115(14)	341(41)	209(25)	62(8)	3.09	9.0
17.	Adequacy of time in school day's schedule to implement curriculum.	244(30)	205(25)	192(23)	128(16)	56(7)	2.45	25.0
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	222(27)	200(24)	243(29)	114(14)	38(5)	2.44	26.5
19.	Sufficiency of higher level cognitive skills in the curriculum.	115(14)	205(25)	332(40)	113(14)	20(2)	2.64	20.0
20.	Opportunity for student expression of creativity.	143(17)	213(26)	292(35)	128(16)	34(4)	2.63	21.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	85(10)	166(20)	353(43)	170(21)	31(4)	2.87	17.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	97(12)	182(22)	401(49)	96(12)	16(2)	2.69	19.0
23.	Quality of materials used for independent work by students.	85(10)	137(17)	272(33)	232(28)	88(11)	3.12	6.0
24.	Suitability of homework provided.	162(20)	165(20)	263(32)	91(11)	31(4)	2.53	24.0
25.	Overall impression of the District Language Program.	119(14)	153(19)	261(32)	216(26)	71(9)	2.96	15.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	183(22)	182(22)	276(33)	126(15)	44(5)	2.59	22.5
27.	Level of priority given by teachers to implementing the program.	67(8)	110(13)	267(32)	212(26)	148(18)	3.33	4.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	11(1)	49(6)	206(25)	321(39)	230(28)	3.87	1.0
	TOTALS	3,217 (14)	4,280 (19)	8,057 (36)	4,943 (22)	2,010 (9)	2.92	

C. Six Most Negative Items, Across All Groups

The two most negative items related to the quality of inservice given for the English Language Program. Item number 2, Inservice and direction after start of school year, received a mean response of 2.36; while item number 1, District inservice prior to start of school year, ranked next most negative with 2.44. Since the administration of the survey, various inservice activities have been carried out that should result in more positive perceptions of this element of the program.

That item which ranked number 25 was item 17, Adequacy of time in school day's schedule to implement curriculum, with a response of 2.45 across groups. This factor has been recognized as a continuing problem, especially within the AGP schools. Thoughtful consideration tells one that this is, perhaps, a matter of setting priorities as opposed to a negative factor of the program. Some teachers commented that the program took much longer to implement than that time allocated in the directions.

Item 24, Suitability of homework provided, ranked 24 with a mean response across groups of 2.53. The placing of the item on the survey grew out of (1) parent responses to surveys indicating that students in the AGP school could be appropriately assigned more homework than was being assigned; and (2) the expression by AGP teachers that much of the homework assigned did not necessarily add to the achievement of mastery within the program. That this item received such a low rating can be accounted for by the comments made by many teachers in the spaces provided: no homework was built into the program so that the item was asking about something which was not there, or which teachers themselves had to devise and allocate.

D. Items of Recognized Concern

There were three areas of concern which surfaced and which are being addressed. One concern of staff has been that the materials assigned were of reading levels that were too difficult for the grade levels at which they were used. Item 5, Appropriateness of reading level of materials, received a response of 3.11 across all levels,

which resulted in a ranking of number 7--a high ranking. However, AGP elementary teachers ranked the item 12.5 with teachers at grades K-3 assigning a value of 2.66 and teachers at 4-6 assigning a mean of 3.05. Teachers at grades 7 and 8 assigned this item a mean value of 2.63. The elementary AGP resource teachers (N=18) gave it a 1.88 while secondary AGP resource teachers (N=2) assigned it a value of 1.50. This indicates that the reading level of the program is no problem so long as students are reading at grade level; but where a large number of students read below grade level--as in many of the AGP schools--the reading level of the program is a problem. (For additional information on this topic, see Appendix B.)

Further consideration would say that it violates the principles of mastery learning in which cognitive readiness is a major assumption. That is, the student is prepared mentally for a task before he/she is expected to learn that task. Furthermore, in the literature concerned with increasing time-on-task, success with the task at hand is considered primary in keeping the student on task. This problem is handled in the reading and math programs by multiple levels of materials as opposed to one level of materials at each grade level, and by two or three groups in the classroom as opposed to single group instruction. This concern is further reflected in the response to item 9, Suitability of difficulty level of materials for levels of materials for levels assigned. Response across groups was 2.99; for AGP elementary teachers it was 2.63 for K-3 and 2.80 for 4-6. Teachers at grades 7 and 8 assigned it the mean of 2.59; while elementary AGP resource teachers assigned it 1.88 and the two secondary resource teachers responding assigned it a 1, the lowest rating. Attention is being given to the problem and solutions are included in the options now offered to teachers.

A second area of recognized concern relates to the "Correctness/appropriateness of pacing schedule," item 15. The across mean assigned was 2.59 with a rank of 22.5, while AGP teachers assigned it a rank of 25.5 with a mean of 2.38 at K-3 and a mean of 2.24 at 4-6. All groups within the AGP program gave the item a negative rating.

AGP teachers commented on the surveys that the pacing schedule was much too demanding, particularly since many of the materials used had to be read to the students. Corrective measures have been taken and steps have been outlined which will reduce the problem. Further study is now being directed to this area.

The third area of recognized concern was dealt with only indirectly on the survey. In the English Language Program each unit has mastery tests which test achievement of the *language skills* taught, such as capitalization, punctuation, etc. Additionally, units will have either oral or written *products*. Theoretically, the students will apply the skills taught in creating the "products." Items 11 (Effectiveness of unit products in demonstrating achievement of unit objectives) and 12 (Appropriateness and viability of language product *concept* in carrying out and measuring student achievement) received assigned means of 3.07 and 2.98 respectively across groups, resulting in rankings of 10 and 13.5 respectively. AGP elementary teachers ranked the items 9 and 11, respectively. Secondary English teachers, grades 7 and 8, gave these items the lowest assigned means--2.48 for each. The design of the program says that students will write first without the inhibiting factors of worrying about correctness of each part in detail. As the skills are learned, then, they are applied to the writings through the editing process. The sequence and the philosophy accompanying and justifying it seemed to meet with some confusion and rejection by teaching staff. Consequently, options have since been offered which allow the teacher, in carrying out the objectives of the unit, to choose the sequence in which the writing, editing, and finalizing of the unit will take place. Further attention and study are being given to the problem.

Table 2, Item Rank and Mean Values Assigned: All Groups Vs. AGP Elementary Teachers, shows how AGP elementary teachers perceived the program when compared to all groups combined. Under "ITEM RANK" one can see the results of ranking the items by values assigned (on a scale of 1 to 5). The first column shows the rankings for

all groups and the second column shows the ranking for AGP Elementary Teachers. This comparison was shown because one could rightly consider teachers in elementary AGP schools to be in the best position to evaluate the program since they have had

program--the AGP Math and Reading programs. As pointed out above, there are few really significant differences. Item 5 and item 9 seem to reflect the widest divergence of opinion. AGP elementary teachers ranked item 5 (Appropriateness of reading level of materials) five ranks lower than all respondents together; and they ranked item 9 (Suitability of difficulty level of materials for levels assigned) six ranks lower. Since these two items related to almost the same aspect of the program, it can be assumed that there is a meaningful difference between how AGP elementary teachers view this aspect and how others view it. On many items the rankings are the same or nearly the same. Columns 5 and 6 show the assigned mean value per item for All Groups and for All Elementary Teachers. The last column to the right shows the difference in values assigned by all respondents compared to AGP elementary teachers.

Comparing groups across all items, AGP elementary groups assigned a value of 2.72, whereas non-AGP groups assigned a value of 3.01. Combined groups across items has a mean value of 2.91.

E. Comparison of the Ranking of Items by Groups

Table 3, "Comparison of Ranking of Items by Groups," shows how each of the twelve groups of respondents rank according to their response to the individual items. For instance, looking at item 1, (District inservice prior to start of school year) it can be seen that elementary administrators, "non-AGP" gave this item the highest positive response of all groups, while secondary administrators--junior high and middle-school administrators--gave it the second most positive response of all groups. Resource teachers in junior high school in the Achievement Goals Program

gave the item the lowest response.

When all responding groups are compared across all items, respondents in non-AGP schools show a more positive response than AGP staffs. The median rank for non-AGP respondents was 4, whereas the median rank for AGP respondents was 8. In seven items, the difference between the median rankings of AGP versus non-AGP staffs (eleven rank positions) was 6 to 7 points, with non-AGP staffs rating the item higher and AGP staffs lower:

#5 - Appropriateness of reading level of materials

#7 - Effectiveness in teaching writing

#9 - Suitability of difficulty level of materials for levels assigned

#15 - Correctness/Appropriateness of pacing schedule

#16 - Appropriateness of curriculum for direct instruction and mastery learning

#17 - Adequacy of time in school day's schedule to implement curriculum

#24 - Suitability of homework provided.

In another eight items, the non-AGP respondents, again, obtained differences of 4 to 5 points: Items 6, 8, 10, 11, 12, 18, 21, 25, and 26. (See Appendix C for the complete statements of the items). In one instance, item 3 (Availability of materials), the relationship reversed, with AGP staffs rating it higher than 6, a difference of 4.5, a meaningful shift. Most probably, this divergence of perception is accounted for by the fact that the AGP resource teachers go to any length to insure that their teachers have those materials as needed.

The most positive group was non-AGP elementary administrators (N=14), followed by non-AGP elementary teachers, both at grades 4-6 and K-3. Taking all categories of AGP and non-AGP respondents, the most negatively responding group was AGP second-

ary resource teachers (N=2*), followed by AGP secondary administrators (N=2), and by English teachers at grades 7 and 8 in both AGP (N=27) and non-AGP (N=75).

The following order shows groups of teachers in order of response, positively to negatively:

Most Positive: Non-AGP Elementary teachers, grades 4-6
Non-AGP Elementary teachers, grades K-3
AGP Elementary teachers, grades 4-6
AGP Elementary teachers, grades K-3

Least Positive: Secondary teachers, grades 7 and 8, AGP and Non-AGP

Table 4, p. 13 , Mean Ratings by AGP Groups, shows the average value assigned by item and by total for the six groups in AGP completing the survey. No AGP group awarded a mean value of over 2.80. Since 3 or more is generally considered a positive response on a Likert Scale of 5, it must be assumed that AGP personnel perceive the English Language Program negatively. Seventh and eighth grade English teachers awarded a value of 3 or more to only 4 items, and none of these deal intrinsically with the program. Two groups, AGP secondary administrators, had only 2 of 5 administrators responding; and secondary resource teachers had only 2 of 5 responding. Twenty-seven 7th and 8th grade teachers responded--and while this is a small number, it represents over sixty percent (60%) of the sample. The number of elementary AGP teachers responding is large enough to insure representative evaluation.

Table 5, p. 14 , Mean Ratings Expressed by Non-AGP Groups, shows the same data for those groups not in the Achievement Goals Program. Three of those five groups did have mean ratings of over 3.0. The highest rating assigned was by elementary administrators. However, with an N of 14 out of a possible 96 (122 elementary schools, minus 26 AGP schools) the data cannot be relied upon as being representative. Both groups of elementary teachers in this category (K-3 and 4-6) had mean ratings of over 3 (3.07 and 3.08) and it can be assumed that these data are fairly representative with N's of 321 and 184, since each school was to complete 1 or 2 surveys per grade level.

* All junior high resource teachers claimed to have responded but only two answer sheets evidence proper coding.

SAN DIEGO CITY SCHOOLS
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TABLE 2

ITEM RANK AND MEAN VALUES ASSIGNED: ALL GROUPS vs. AGP ELEMENTARY TEACHERS

	ITEM RANK					
Item	1. All Groups	AGP Elem 2. Teachers	Diff.* 3. In Rank	All Groups 4. Mean Value	Elem. Teachers 5. Mean Value	Differences in Assigned Mean Values**
1	26.5	23	+3.5	2.44	2.41	+.03
2	28	27	+1	2.36	2.23	+.13
3	2	1	+1	3.51	3.87	-.36
4	18	16	+2	2.83	2.80	+.03
5	7.5	12.5	-5	3.11	2.83	+.28
6	11	10	+1	3.00	2.88	+.12
7	16	17	-1	2.95	2.71	+.14
8	3	3	0	3.42	3.30	+.12
9	12	18	-6	2.99	2.70	+.29
10	7	8	-1	3.11	2.98	+.13
11	10	9	+1	3.07	2.89	+.18
12	13.5	11	+2.5	2.98	2.86	+.12
13	5	6	-1	3.19	3.09	+.10
14	13.5	12.5	+1	2.98	2.83	+.15
15	22.5	25.5	-3	2.59	2.31	+.28
16	9	7	+2	3.09	3.05	+.04
17	25	25.5	- .5	2.45	2.31	+.14
18	26.5	24	+2.5	2.44	2.39	+.05
19	20	20	0	2.64	2.57	+.09
20	21	21	0	2.63	2.52	+.11
21	17	15	+2	2.87	2.81	+.06
22	19	19	0	2.69	2.64	+.05
23	6	5	+1	3.12	3.11	+.01
24	24	28	-4	2.53	2.22	+.31
25	15	14	+1	2.96	2.82	+.14
26	22.5	22	+ .5	2.59	2.45	+.14
27	4	4	0	3.33	3.21	+.12
28	1	1	0	3.87	3.83	+.04
TOTAL				2.91	2.81	.134

*3. Differences in Ranks, All Groups over AGP Teachers

** Differences in Assigned Mean Values, All Groups over AGP Elementary Teachers

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
TABLE 3
COMPARISON OF RANKING OF ITEMS BY GROUPS

ITEM	← AGP								← NON AGP						ALL STAFF – MEANS
	Elem Tchr K-3	Elem Tchr 4-6	Elem Tchr 7-8	Elem Adm	Sec Adm	Elem R.T. Engl	Sec R.T. Engl	ALL AGP	Elem Tchr K-3	Elem Tchr 4-6	Engl Tchr 7-8	Elem Adm	Sec Adm	ALL NON AGP	
1	8	7	9	3	6	10	12	8	7	5	11	1	2	5	2.44
2	10	8	6	4	2.5	11	12	8	7	5	9	1	2.5	5	2.36
3	2.5	1	8	10	4.5	7	4.5	4.5	6	9	12	25	11	9	3.51
4	7	10	5	8	1.5	12	1.5	7	6	9	11	3	4	6	2.83
5	7	4	8	10	9	11	12	9	3	2	6	1	5	3	2.11
6	8	6.5	10	9	2.5	6.5	12	8	4	5	11	1	2.5	4	3.00
7	9.5	7	9.5	4.5	11	8	12	9.5	2.5	2.5	6	1	4.5	7.5	2.95
8	6	5	9	2.5	11	7.5	12	7.5	3	2	10	1	4	7	3.42
9	7	5	8	10	9	11	12	9	3	2	6	1	4	5	2.99
10	7	4	11	6	10	8	12	8	3	2	9	1	5	3	3.11
11	8	5	11	6	12	7	10	8	4	3	9	1	2	3	3.07
12	9	6	8	3	11	7	12	8	4	2	10	1	5	4	2.98
13	6	5	11	8	2	7	12	7	3	4	9.5	1	9.5	4	3.19
14	8	6	7	4	10.5	12	2	7	5	3	9	1	10.5	5	2.98
15	5	6	8	9	10.5	12	10.5	9	2	3	7	1	4	3	2.59
16	4	5	10	9	11	7	12	9	3	2	8	1	6	3	3.09
17	4	6	9	10	11.5	5	11.5	9	2	3	8	1	7	3	2.45
18	4	5	8	10	11.5	6.5	11.5	8	2	3	9	1	6.5	3	2.44
19	7	9	11	1	12	4	8	8	5	6	10	2	3	5	2.64
20	4	11	10	2	8.5	6	12	8.5	3	7	5	1	8.5	5	2.63
21	6	7	10	2	11	8	12	8	3.5	5	9	1	3.5	3.5	2.87
22	6.5	6.5	11	2	12	5	10	6.5	3	4	8	1	9	4	2.69
23	6	3	10	4	11	8	12	8	5	2	9	1	7	5	3.12
24	11	10	9	5	6	8	12	9	7	3	4	1	2	3	2.53
25	7	6	8	5	11	9.5	12	8	3	2	9.5	1	4	3	2.96
26	8	6	9	3	11	7	12	8	2	4	10	1	5	4	2.59
27	6	7	8	10	1	12	9	8	4.5	2	11	3	4.5	4.5	3.33
28	6	8	7	12	1	10	3.5	7	2	5	11	3.5	9	5	3.87
N	140	107	27	12	2	18	2		231	184	75	14	2		826
Mdn	7	6	9	5.5	10.5	8	12	8	3.25	3	9	1	4.5	4	2.91
RANK	7	6	9.5	5	11	8	12		3	2	9.5	1	4		

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AGP Staff Questionnaire
Table 4
MEAN RATINGS EXPRESSED BY AGP GROUPS (N=310)

ITEM NO.	ITEM DESCRIPTION	AGP Elem./ Teach. (K-3)	AGP Elem./ Teach. (4-6)	AGP Eng./ Teach. (7-8)	AGP Elem. Adm.	AGP Sec. Adm.	AGP Res./ Teach. Eng./Elem.	AGP Res./ Teach. Eng./Sec.
1.	District inservice prior to start of school year.	2.29	2.58	2.19	2.83	2.50	2.17	1.00
2.	Inservice and direction after start of school year.	2.14	2.36	2.44	2.92	3.00	1.56	1.00
3.	Availability of materials.	3.79	3.99	3.37	3.33	3.50	3.39	3.50
4.	Support by Central Office Personnel.	2.86	2.73	3.08	2.83	4.00	1.94	4.00
5.	Appropriateness of reading level of materials.	2.66	3.05	2.63	1.92	2.50	1.88	1.50
6.	Effectiveness in teaching oral communication.	2.84	2.94	2.74	2.75	3.50	2.94	1.50
7.	Effectiveness in teaching writing.	2.63	2.82	2.63	3.00	2.00	2.81	1.00
8.	Effectiveness in teaching recognized standard English usage.	3.26	3.37	2.93	3.18	2.00	3.18	3.00
9.	Suitability of difficulty level of materials for levels assigned.	2.63	2.80	2.59	2.08	2.50	1.88	1.00
10.	Appropriateness of activities to sustain student achievement of objectives.	2.88	3.13	2.48	2.92	2.50	2.62	1.00
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	2.76	3.07	2.48	3.00	2.00	2.81	2.50
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	2.76	2.99	2.78	3.09	2.00	2.94	1.50
13.	Effectiveness of unit test in assessing mastery.	3.06	3.15	2.48	2.92	4.00	2.94	1.00
14.	Adequacy of cumulative tests in measuring retention.	2.81	2.86	2.85	3.10	2.50	2.21	3.50
15.	Correctness/appropriateness of pacing schedule.	2.38	2.24	1.85	1.75	1.50	1.44	1.50
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	3.06	3.05	2.35	2.50	2.00	2.71	1.50
17.	Adequacy of time in school day's schedule to implement curriculum.	2.49	2.10	1.74	1.67	1.00	2.11	1.00
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	2.46	2.32	1.96	1.67	1.50	2.00	1.50
19.	Sufficiency of higher level cognitive skills in the curriculum.	2.66	2.46	2.15	3.27	1.50	2.81	2.50
20.	Opportunity for student expression of creativity.	2.63	2.40	2.41	2.82	2.50	2.59	1.50
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	2.84	2.79	2.07	3.09	2.00	2.71	1.50
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	2.64	2.64	2.19	3.00	1.50	2.65	2.00
23.	Quality of materials used for independent work by students.	3.04	3.22	2.67	3.17	2.50	2.94	1.00
24.	Suitability of homework provided.	2.18	2.29	2.31	2.67	2.50	2.43	1.00
25.	Overall impression of the District Language Program.	2.76	2.90	2.38	2.92	1.50	2.33	1.00
26.	Opportunity for teachers to exercise and grow in professional expertise.	2.62	2.69	2.07	2.82	1.50	2.44	1.00
27.	Level of priority given by teachers to implementing the program.	3.24	3.19	3.04	2.92	4.00	2.61	3.00
28.	Thoroughness with which teachers are implementing the new English Language Program.	3.96	3.68	3.81	3.27	4.50	3.47	4.00
	TOTALS	2.78 N=140	2.90 N=109	2.53 N=27	2.71 N=12	2.43 N=2	2.48 N=18	1.83 N=2

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Table 5
MEAN RATINGS EXPRESSED BY NON-AGP GROUPS (N=506)

ITEM NO.	ITEM DESCRIPTION	Not AGP Elem./ Teach/ (K-3)	Not AGP Elem./ Teach. (4-6)	Not AGP Eng./ Teach. (7-8)	Not AGP Elem. Adm.	Not AGP Sec. Adm.	All Adm./ Teach.
1.	District inservice prior to start of school year.	2.46	2.55	2.08	3.36	3.00	2.44
2.	Inservice and direction after start of school year.	2.37	2.49	2.15	3.64	3.00	2.36
3.	Availability of materials.	3.49	3.34	2.89	3.79	3.00	3.51
4.	Support by Central Office Personnel.	2.90	2.62	2.54	3.93	3.50	2.83
5.	Appropriateness of reading level of materials.	3.29	3.64	2.87	3.86	3.00	3.11
6.	Effectiveness in teaching oral communication.	3.18	3.04	2.72	4.00	3.50	3.00
7.	Effectiveness in teaching writing.	3.09	3.09	2.95	4.00	3.00	2.95
8.	Effectiveness in teaching recognized standard English usage.	3.57	3.72	2.85	3.93	3.50	3.42
9.	Suitability of difficulty level of materials for levels assigned.	3.14	3.53	2.64	3.86	3.00	2.99
10.	Appropriateness of activities to sustain student achievement of objectives.	3.28	3.42	2.57	3.86	3.00	3.11
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	3.26	3.31	2.63	3.93	3.50	3.07
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	3.08	3.11	2.73	4.00	3.00	2.98
13.	Effectiveness of unit test in assessing mastery.	3.47	3.36	2.50	4.07	2.50	3.19
14.	Adequacy of cumulative tests in measuring retention.	3.09	3.13	2.77	4.09	2.50	2.98
15.	Correctness/appropriateness of pacing schedule.	2.96	2.92	2.09	3.62	2.50	2.59
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	3.23	3.31	2.61	4.08	3.00	3.09
17.	Adequacy of time in school day's schedule to implement curriculum.	2.81	2.55	1.91	3.29	2.00	2.45
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	2.72	2.58	1.80	3.00	2.00	2.44
19.	Sufficiency of higher level cognitive skills in the curriculum.	2.72	2.69	2.45	3.23	3.00	2.64
20.	Opportunity for student expression of creativity.	2.79	2.54	2.60	3.36	2.50	2.63
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	3.00	2.99	2.50	3.57	3.00	2.87
22.	Adequacy of opportunity to practice convergent and divergent thinking skills	2.80	2.68	2.53	3.38	2.50	2.69
23.	Quality of materials used for independent work by students.	3.14	3.31	2.81	3.64	3.00	3.12
24.	Suitability of homework provided.	2.47	2.83	2.77	3.50	3.00	2.53
25.	Overall impression of the District Language Program.	3.19	3.23	2.33	4.00	3.00	2.96
26.	Opportunity for teachers to exercise and grow in professional expertise.	2.92	2.60	2.04	3.57	2.50	2.59
27.	Level of priority given by teachers to implementing the program.	3.50	3.63	2.72	3.57	3.50	3.33
28.	Thoroughness with which teachers are implementing the new English Language Program.	4.03	3.98	3.43	4.00	3.50	3.87
	TOTALS	3.07 N=231	3.08 N=184	2.39 N=75	3.69 N=14	2.93 N=2	2.91 N=826

Tables 6 and 7 show the arrangement of items from most negative to most positive for all groups responding and for those AGP groups responding. Should one want to study the weaknesses of the program as perceived by the respondents of the survey, these tables lend a clue as to how to approach that task. One must note, however, that presentation does not necessarily represent those areas about which teachers have been most vocal in their criticism. Item 9, for instance, is far down the list; yet suitability of reading level and difficulty level has been a major complaint from Achievement Goals Program teachers. On some things there certainly seems to be agreement: materials are available as needed; teachers see themselves as implementing the program as thoroughly as possible; and more and/or better inservice is needed.

For those wishing to consider greater analysis of the data produced by the survey, Appendix C contains eighteen different breakdowns of the data generated as follows:

1. Total Response for All Administrators and Teachers by Rank (N=826)
2. Total Response for All AGP Elementary Teachers by Rank
3. Mean Ratings Expressed by AGP Groups (N=310)
4. Mean Ratings Expressed by Non-AGP Groups (N=506)
5. Total Response for All Administrators and Teachers (N=826)
6. Total Response for All AGP Elementary Teachers
7. Total Response for Elementary AGP Teachers, Grades K-3
8. Total Response for Elementary AGP Teachers, Grades 4-6
9. Total Response for AGP English Teachers, Grade 7 or 8
10. Total Response for Non-AGP Elementary Teachers, Grades K-3
11. Total Response for Non-AGP Elementary Teachers, Grades 4-6
12. Total Response for Non-AGP English Teachers, Grade 7 or 8
13. Total Response for AGP Elementary Administrators
14. Total Response for AGP Secondary Administrators
15. Total Response for AGP English Resource Teachers, Elementary School
16. Total Response for AGP English Resource Teachers, Secondary School
17. Total Response for Non-AGP Elementary Administrators
18. Total Response for Non-AGP Secondary Administrators

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Staff Questionnaire

Table 5

Total Response for All Administrators and Teachers by Rank (N=826)

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	AVERAGE RESPONSE	RANK
2.	Inservice and direction after start of school year.	228(28)	200(24)	251(30)	98(12)	22(3)	2.36	28.0
1.	District inservice prior to start of school year.	221(27)	164(20)	277(34)	107(13)	26(4)	2.44	27.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	222(27)	200(24)	243(29)	114(16)	38(5)	2.44	27.5
17.	Adequacy of time in school day's schedule to implement curriculum.	244(30)	205(25)	192(23)	128(16)	56(7)	2.45	25.0
24.	Suitability of homework provided.	162(20)	165(20)	263(32)	91(11)	31(4)	2.53	24.0
15.	Correctness/appropriateness of pacing schedule.	200(24)	174(21)	256(31)	140(17)	50(6)	2.59	22.5
26.	Opportunity for teachers to exercise and grow in professional expertise.	183(22)	182(22)	276(33)	126(15)	44(5)	2.59	22.5
20.	Opportunity for student expression of creativity.	143(17)	213(26)	292(35)	128(16)	34(4)	2.63	21.0
19.	Sufficiency of higher level cognitive skills in the curriculum.	115(14)	205(25)	332(40)	113(14)	20(2)	2.64	2.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	97(12)	182(22)	401(49)	96(12)	16(2)	2.69	19.0
4.	Support by Central Office Personnel.	125(15)	133(16)	339(41)	122(15)	63(8)	2.83	18.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	85(10)	166(20)	353(43)	170(21)	31(4)	2.87	17.0
7.	Effectiveness in teaching writing.	91(11)	152(18)	315(38)	197(24)	48(6)	2.95	16.0
25.	Overall impression of the District Language Program.	119(14)	153(19)	261(32)	216(26)	71(9)	2.96	15.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	73(9)	152(18)	343(42)	186(23)	49(6)	2.98	13.5
14.	Adequacy of cumulative tests in measuring retention.	76(9)	132(16)	312(38)	172(21)	47(6)	2.98	13.5
9.	Suitability of difficulty level of materials for levels assigned.	112(14)	152(18)	272(33)	201(24)	84(10)	2.99	12.0
6.	Effectiveness in teaching oral communication.	67(8)	170(21)	340(41)	181(22)	62(8)	3.00	11.0
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	68(8)	135(16)	344(42)	206(25)	59(7)	3.07	10.0
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	72(9)	115(14)	341(41)	209(25)	62(8)	3.09	9.0
5.	Appropriateness of reading level of materials.	95(12)	140(17)	267(32)	210(25)	107(13)	3.11	7.5
10.	Appropriateness of activities to sustain student achievement of objectives.	67(8)	153(19)	302(37)	223(27)	77(9)	3.11	7.5
23.	Quality of materials used for independent work by students.	85(10)	137(17)	272(33)	232(28)	88(11)	3.12	6.0
13.	Effectiveness of unit test in assessing mastery.	85(10)	136(16)	243(29)	253(31)	104(13)	3.19	5.0
27.	Level of priority given by teachers to implementing the program.	67(8)	110(13)	267(32)	212(26)	148(18)	3.33	4.0
8.	Effectiveness in teaching recognized standard English usage.	37(4)	86(10)	302(37)	287(35)	108(13)	3.42	3.0
3.	Availability of materials.	67(8)	119(14)	195(24)	206(25)	235(28)	3.51	2.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	11(1)	49(6)	206(25)	321(39)	230(28)	3.87	1.0
	TOTALS	3,217 (14)	4,280 (19)	8,057 (36)	4,943 (22)	2,010 (9)	2.92	

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Table 7
Total Response for All AGP Elementary Teachers by Rank

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	OMIT	MEAN	RANK
24.	Suitability of homework provided..	65(26)	52(21)	69(28)	16(6)	4(2)	43(17)	2.22	28.0
2.	Inservice and direction after start of school year.	72(29)	72(29)	79(32)	17(7)	6(2)	3(1)	2.23	27.0
15.	Correctness/appropriateness of pacing schedule.	90(36)	51(21)	60(24)	32(13)	15(6)	1(1)	2.31	25.5
17.	Adequacy of time in school day's schedule to implement curriculum.	90(36)	55(22)	56(23)	31(12)	17(7)	0(0)	2.31	25.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	71(29)	52(21)	87(35)	24(10)	11(4)	4(2)	2.39	24.0
1.	District inservice prior to start of school year.	59(24)	63(25)	88(35)	25(10)	7(3)	7(3)	2.41	23.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	61(25)	56(23)	93(37)	29(12)	7(3)	3(1)	2.45	22.0
20.	Opportunity for student expression of creativity.	55(22)	58(23)	92(37)	30(12)	11(4)	3(1)	2.52	21.0
19.	Sufficiency of higher level cognitive skills in the curriculum.	45(18)	48(19)	107(43)	33(13)	2(1)	14(6)	2.57	20.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	37(15)	49(20)	120(48)	27(11)	5(2)	11(4)	2.64	19.0
9.	Suitability of difficulty level of materials for levels assigned.	54(22)	51(21)	80(32)	41(17)	22(9)	1(1)	2.70	18.0
7.	Effectiveness in teaching writing.	38(15)	55(22)	90(36)	51(21)	6(2)	9(4)	2.71	17.0
4.	Support by Central Office Personnel.	42(17)	39(16)	101(41)	36(15)	20(8)	11(4)	2.80	16.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	33(13)	46(19)	104(42)	48(19)	10(4)	8(3)	2.81	15.0
25.	Overall impression of the District Language Program.	39(16)	51(21)	88(35)	53(21)	16(6)	2(1)	2.82	14.0
5.	Appropriateness of reading level of materials.	44(18)	53(21)	82(33)	37(15)	31(12)	2(1)	2.83	12.5
14.	Adequacy of cumulative tests in measuring retention.	29(12)	38(15)	91(37)	43(17)	9(4)	39(16)	2.83	12.5
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	29(12)	54(22)	93(37)	53(21)	13(5)	7(3)	2.86	11.0
6.	Effectiveness in teaching oral communication.	23(9)	62(25)	101(41)	45(18)	17(7)	1(1)	2.88	10.0
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	24(10)	53(21)	106(43)	54(22)	11(4)	1(1)	2.89	9.0
10.	Appropriateness of activities to sustain student achievement of objectives.	24(10)	47(19)	102(41)	60(24)	16(6)	0(0)	2.98	8.0
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	29(12)	31(12)	100(40)	62(25)	20(8)	7(3)	3.05	7.0
13.	Effectiveness of unit test in assessing mastery.	27(11)	44(18)	78(31)	78(31)	22(9)	0(0)	3.09	6.0
23.	Quality of materials used for independent work by students.	21(8)	42(17)	91(37)	68(27)	23(9)	4(2)	3.11	5.0
27.	Level of priority given by teachers to implementing the program.	19(8)	37(15)	95(38)	51(21)	38(15)	9(4)	3.21	4.0
8.	Effectiveness in teaching recognized standard English usage.	13(5)	36(15)	89(36)	80(32)	29(12)	2(1)	3.30	3.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	5(2)	10(4)	91(29)	93(38)	66(27)	2(1)	3.83	2.0
3.	Availability of materials.	13(5)	19(8)	47(19)	76(31)	94(38)	0(0)	3.87	1.0
	TOTALS	1,151 (17)	1,324 (20)	2,480 (36)	1,295 (19)	548 (8)	194	2.81 (6,798-T)	

F. Summary of Comments

Respondents to the Survey of District Language Program, Quality and Effectiveness, were given the opportunity to make comments either for clarification purposes or to add general information. There were approximately 105 comments which could be related directly to one or more of the items. Of these comments, 76 could be identified as negative comments and 29 could be identified as positive comments. Forty-four were from AGP respondents and 62 were from non-AGP respondents.

The comments in general tend to confirm that which we have heard from teachers and from resource teacher meetings, particularly at AGP meetings. The largest single number of comments which could be tied directly to particular items were to Item 15 which related to the pacing schedule of the program. Twenty-six comments were identified with this item; all were negative. Basically, the complaint was that the lessons, and therefore the units, could not be done in the time allowed: "The pacing is not suitable. We cannot do them in the time allowed. Many lessons are too long in time." Again: "It is extremely difficult to stay on the pacing schedule. The lessons are often too long--some occasionally too short--for a half-hour lesson." "The pacing schedule is very inadequate. Especially inappropriate for these students deficient in language development."

Another item which received a very high number of negative items (24 negative and 2 positive) related to the "Suitability of difficulty level. . ." Many teachers echoed the comment: "The level (reading) expected of the student in order to do the worksheets and lessons is inappropriate. My children can't read that well yet and each worksheet must be read to them. The levels are too difficult. The pacing schedule is much too restrictive because of this." It became apparent from the comments that the pacing schedule and the reading levels resulted in a major concern that was exacerbated in those classes which contained two or more grade levels: "It is not physically possible to teach two levels of Language (as well as two levels of Spelling) in one classroom. The problem of extreme differences in levels of achievement in a class must be

addressed." (Non-AGP Elementary Principal) "Some lessons are inappropriate for grade level." "Needs to be adapted for lower achieving students." "Amount of content per lesson is too high; more time is needed to effectively teach the concepts." From these comments it seems apparent that the first two problems mentioned here--pacing and difficulty level--are closely related. Two other items which received many negative comments were also related to the "time" or pacing problem. Item 17: "Adequacy of time in the school day's schedule to implement the English Language Curriculum as constructed," received fourteen negative comments (two positive); Item 18, which related to time in the day to implement other areas of the curriculum received 12 negative comments (none positive).

Item 6: "Effectiveness. . . in teaching oral communication." received twelve negative comments. The general complaint, again, dealt with the time factor. Comments seem to reflect that the time the teacher was able to devote to the oral exercises did not suffice for the building of any skill. Further, teachers said that they were unable to assess the levels of achievement of the students. Some explained that with 28 to 35 students in the classroom--oftentime of varying levels of achievement--individual exercise or practice time and time to devote to the necessary assessment of individuals were out of reach or unrealistic.

Most of those making comments felt that the program could not be effective in teaching writing: "There must be more writing to show the use of language skills. The bubble form of testing language skills is invalid in terms of real life of language skills beside taking standard tests!" "Need more written activities--not just grammar drill." ". . . not enough writing to teach functional language." "I think this language program is poor--it certainly doesn't help teach what's measured on CTBS. Also allows for minimal transference of actual written language work." "If children learn to read by reading, spell by- - - how and why are they expected to learn to write and use proper English by filling in bubbles?" "We're developing in children a great ability to fill in circles!"

Another area which received a high number of negative comments (13) was that item dealing with the opportunity for students' expression of creativity within the English Language curriculum: "Opportunity for creativity is not this program's high point." "It (the program) is a very dry, restrictive and difficult program. It allows for almost no creativity on teacher or student levels." "The children are bored by it, and so am I. It has no 'pizzazz' or punch. We need a high interest program. DULL! DULL! DULL!"

To the item, "Overall impression of the District English Language Program," there were 28 negative comments and nine positive comments. Teachers said that the content of the program is good while time schedules, lengths of lessons and pacing schedules need adjustment. Some felt that having a consistent, overall program would start to pay off in years ahead. The objectives of the District program met with approval. "The emphasis on teaching writing as a process is also outstanding." "Many of the materials are good and are appropriate if used at reading level." "I feel the district's English Language Program is excellent. . . Next year will be easier as I will be familiar with the units. . ." "I enjoy teaching the District English Language Program. I appreciate having lessons and materials prepared/supplied!" "I love the English program and curriculum. It's about time we started emphasizing language skills." "The program itself is good. There's just not enough time to do justice to all of the components. "I like the unit products and think they are viable." "However, . . ."

As is always the case, there were contradictory and conflicting statements in the comments. Some praised the program for its structure while some condemned it for the same. Some agreed with the philosophy of the program, while some did not. While there seemed to be concurrence about the pacing schedule and the reading levels, few other areas lacked positive comments. It probably does little good to try to summarize the comments. Overall, they were rather negative. But, the comments will be most useful if they are read and digested individually by those responsible for the

program and those writing the program. It is clear that few of the comments were in anger or vindictiveness; most seemed well thought out and conceived in such a manner as to be genuinely given as offers of assistance.

III. CONCLUSIONS

Based on the data generated by the survey and the comments made by those responding, the following conclusions are in order:

1. Because of the very high number of items which received responses below three, one must conclude that the survey shows a generally negative perception of the English Language Program by the groups responding. Achievement Goals Program teachers in grades 7 and 8 rated 24 items of the 28 as less than 3. It may be said that only elementary and secondary administrators not in AGP (N's of 14 and 2), expressed a positive view of the program.

2. According to all groups responding, they see themselves as doing a "thorough job of implementing the English Language Program." In every case, the item, number 28, received a response well over 3. Furthermore, in most cases teachers and administrators said that they were giving a high priority to the program.

3. More and/or better inservice was needed up to the time of the survey distribution. Inservicing has taken place since that time, and present perceptions have not been gauged.

4. Teachers feel that there is not adequate time in the school day or class period to implement the program as written.

5. Pacing schedules in place at the time the survey was administered were not appropriate for the program. Revisions have been made and the problem continues to be studied.

6. If this survey and past surveys of parents may be trusted as reliable, a well designed element of homework is needed by the program.

7. Teachers perceive the program as lacking in opportunity for teachers to exercise and grow in professional expertise or for students to grow in creativity, convergent, or divergent thinking.

8. Achievement Goals Program staff perceive the program more negatively than staff not in AGP.

9. Secondary staff--grades 7 and 8--perceive the program more negatively than elementary staff.

10. Achievement Goals Program teachers at grades 7 and 8 perceive the program most negatively of all groups.

11. In particular, the comments given by teachers indicate that the program may have been put together too fast, racing to meet deadlines. Important steps seem to be skipped; assumptions of transition and completeness seem to have been made without adequate piloting. Whereas many comments seem to say that the philosophy underlying the program may be sound, responses tend to indicate that those producing the program have not sufficiently translated the philosophy and/or theory into a program which can be effectively implemented in the classroom.

IV. RECOMMENDATIONS

1. Conduct follow-up interview during mid-year evaluation visits at AGP and Consolidated Application Schools. Focus on clarification of major weaknesses and strengths of the program as revealed by the surveys.

2. Insure adequate inservice prior to implementation of any new element.

3. Focus revision corrective steps on grades 7 and 8 as highest priority. Carefully evaluate staff perceptions of Unit 8 which is being developed as a prototype model.

4. Focus unit activities into sequential steps with more specific directions to teachers.

5. Continue to study the pacing problem. Give attention to how well the new

pacing schedules afford opportunity to cover those objectives of the program on which students will be tested in the spring, 1983.

6. Do research in the area for finding other programs which are functioning with such success as might insure that our district could learn from those programs.

7. Replicate this study in May or June to see how the perceptions of the staff have changed as a result of the options made available and as a result of changes in the program.

APPENDICES

APPENDIX A

Revised Implementation Plans, English Language Program,

Grades 7 and 8

PLAN TO ADDRESS PROBLEMS WITH LANGUAGE ARTS PROGRAM, GRADES 7 AND 8

PROJECT	RESOURCES REQUIRED	TIMELINE
Add supplementary materials package to Units 5-8 by having group of teachers review current units, identify the need for additional materials, and identify, collect or write needed materials.		
Curriculum Writing	9 teachers x 36 hours x $12.26 per hour = $3,972.24 4 teachers x 36 hours x $12.26 per hour = $1,765.44 (Second Language) 1 administrator x 36 hours x $17.07 per hour = $614.52 1 administrator x 36 hours x $17.07 per hour = $614.52 (Second Language)	All units except 8 completed by 12-29-82; Unit 8 to be completed after original unit is written.
Typing & Editing	160 pages = $1,920.00 80 pages = $ 960.00 (2nd Language)	
Printing & Delivery	Guides to Non-AGP Schools = $250.00 Guides & Student Packets to AGP Schools = $700.00 (est.)	Unit 5 = 1/24/83 Unit 6 = 1/31/83 Unit 7 = 2/25/83 Unit 8 = 3/21/83
Develop parallel 2nd-level mastery tests for Units 5-8.		
Curriculum Writing	30 days sub time x $51.12 = $1,533.60	Unit 5 = 1/3/83 Unit 6 = 1/18/83 Unit 7 = 2/1/83 Unit 8 = 2/15/83
Typing & Editing	88 pages = $1,056	
Printing & Delivery	$50.00 (est.)	Unit 5 = 1/24/83 Unit 6 = 1/31/83 Unit 7 = 2/25/83 Unit 8 = 3/21/83

A-2

PROJECT	RESOURCES REQUIRED	TIMELINE
Develop parallel 2nd-level student activities and worksheets for Units 5-8		
Curriculum Writing	30 days sub time x $51.12 = $1,533.60	Unit 5 = 1/15/83 Unit 6 = 1/25/83 Unit 7 = 2/5/83 Unit 8 = 2/15/83
Typing & Editing	40 pages = $480	
Printing & Delivering	$150 (est.)	Unit 5 - 1/24/83 Unit 6 = 1/31/83 Unit 7 = 2/25/83 Unit 8 = 3/2//83
Develop additional reteaching activities for Units 5-8.		
Curriculum Writing	30 days sub time x $51.12 = $1,533.60	Unit 5 = 1/15/83 Unit 6 = 1/25/83 Unit 7 = 2/5/83 Unit 8 = 2/15/83
Typing & Editing	64 pages = $768	
Printing & Delivering	$100 (est.)	Unit 5 = 1/24/83 Unit 6 = 1/31/83 Unit 7 = 2/25/83 Unit 8 = 3/21/83

A-3

SUMMARY OF BUDGET REQUESTS		AT (AGP)	AA and/or Chapter 2	AM (Bilingual)
1162	Teacher Classroom Substitute/Temporary		$ 5,987.10 (inc. benefits)	---
1961	Vice-Principal/Special Assgnmt/Hourly		$ 614.52	$ 614.52
1971	Materials Development/Hourly (Curriculum Writing)		$ 3,972.24 (inc. benefits)	$ 960.00 (inc. benefits)
2357	Clerical Personnel/Classified/Hourly		$ 2,527.02 (inc. benefits)	Costs included in Col. 2
2365	Technical Personnel/Classified/Hourly		$ 1,987.59 (inc. benefits)	Costs included in Col. 2
4316	Printing	$ 700.00	$ 300.00	---
	TOTAL	$ 700.00	$15,388.47	$ 1,574.52

SAN DIEGO CITY SCHOOLS
Curriculum and Programs Division

DISTRICT LANGUAGE ARTS PROGRAM
GRADES 7 AND 8

Implementation Plan
December 10, 1982

Plan One: Teacher implements English Language Arts Program by using district-developed materials

Plan Two: Teacher implements English Language Arts Program by using a variety of instructional materials

COMMON ELEMENTS

Both plans will include the following common elements.

	Plan One	Plan Two
Objectives		
	Instruction will focus on published district wide objectives specified for grade level and for instructional units	Same
Units and Pacing		
	At least eight instructional units will be completed by end of year.	Same
	Each unit to be completed by a specified time. (See attached)	Same
	Two additional units (9 and 10) will be available for those classrooms where students are able to progress at a faster rate.	Same
Mastery Tests		
	District-produced mastery tests for each unit will be administered.	Same
End of Unit Product		
	Students will follow a defined process for completion of a unit written or oral product.	Same
Cumulative Tests		
	District-developed cumulative tests will be administered to all students in AGP schools as specified on grade level planning chart. (See attached.)	Same

Plan One	Plan Two
Recording Student Progress	
Records of student progress to be maintained: mastery test results, assessment of unit products according to defined criteria	Same
Allocation of Instructional Time	
Spelling - All district language arts teachers will continue spelling instruction 50 minutes per week	Same
Vocabulary - Will be taught in AGP classrooms 5 minutes per day	Same
English Language Arts Instruction - Will continue in all classrooms for approximately 35 minutes per day	Same

OPTIONS FOR INSTRUCTIONAL MATERIALS

Plan One	Plan Two
Teachers will use district-produced materials and may follow one of three sequences: 1. Daily lesson plans which interrelate skill development with instruction for oral language and writing as described in the district-produced guide. 2. Daily lessons from the district-prepared units in which the activities directed toward oral and written language are taught in sequence during the first part of the unit and the activities directed toward language skill practice are taught during the second part of the unit. 3. Daily lessons from the district-prepared units in which the activities directed toward language skill practice are taught during the first part of the unit and the activities directed toward oral and written language are taught in sequence during the second part of the unit.	Teachers may select instructional materials to help students achieve objectives. Materials may include lessons from district-produced guides and/or other instructional materials available at the site.

Plan One	Plan Two
Text	
District basic text for grade 7: Language for Meaning (Level Aqua) District basic text for grade 8: Language for Meaning (Level Brown)	District basic text for grade 7 and 8 supplemented by other texts available at the site.

MODIFICATION OF DISTRICT PRODUCED PROGRAM

1. Reading level of mastery tests and student practice materials

   The reading level of the tests and other student materials are being adjusted to ensure that student understanding and mastery of the language objectives are being assessed without interference from the student's ability to read.

2. Supplementary Instruction Packets

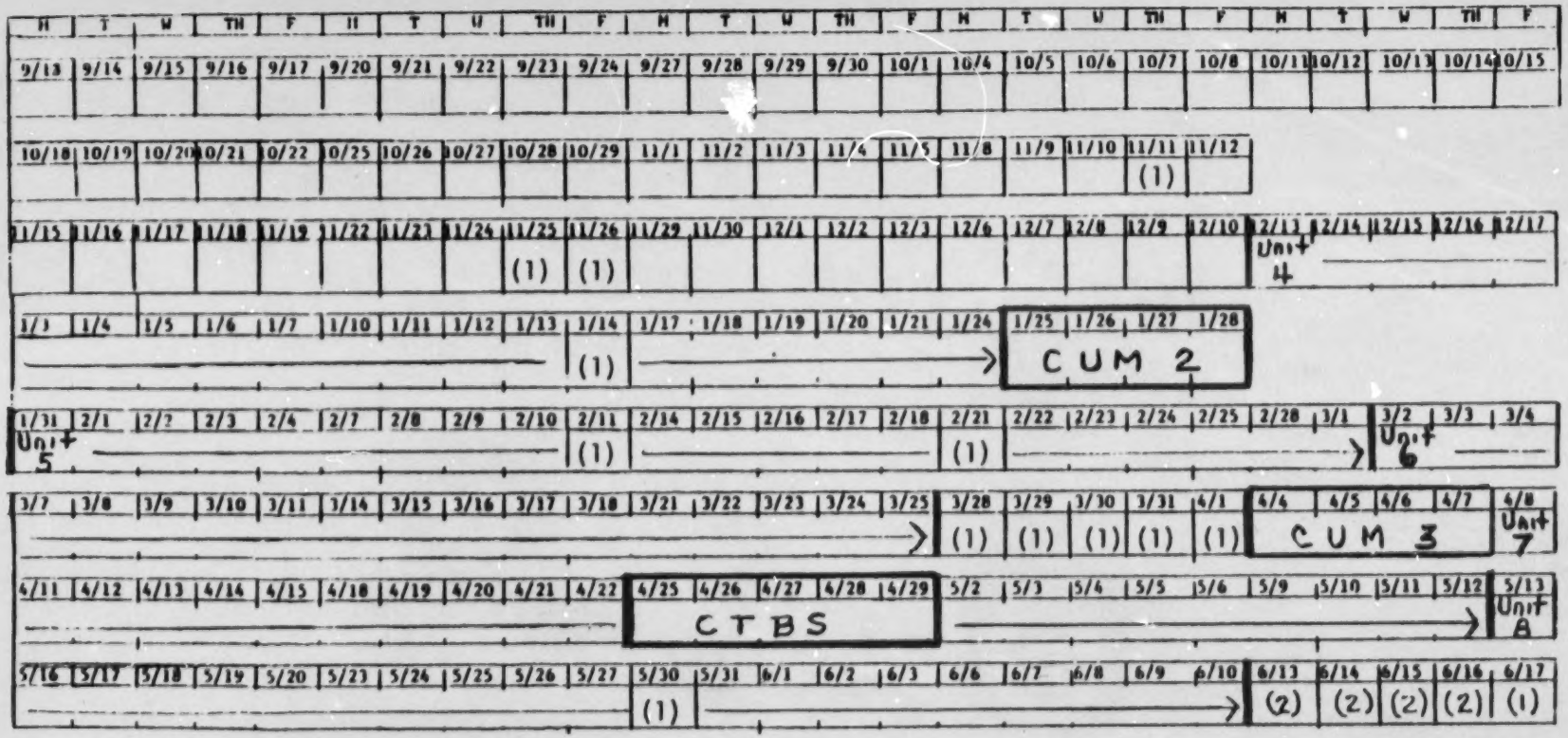
   In addition to the practice materials currently available in the district-prepared units, parallel practice materials will be prepared for students whose reading and language skills are currently far behind grade level expectancies. Other support materials will be prepared based on demonstrated student needs and issued as supplementary packets that may be used concurrently with the instructional materials in each unit.

TEACHER PLANNING AND FEEDBACK

Teachers will submit a plan indicating the option selected and a proposed pacing within each unit. A feedback design will be established to provide information to curriculum planners about the effectiveness of the options selected and other recommendations for program improvement. The feedback process will include the Indepth Study Committee of Classroom Teachers meeting with program planners, available forms at the end of unit submitted to program planners, and communications from principal and resource teacher meetings.

DRAFT

PACING CHART FOR AGP ENGLISH
GRADES 7 and 8 (UNIT 8 OPTIONAL)



A-7

Code: Unit - Lesson

A - Test A
B - Test B
ER - Extension, Reteaching

(1) Holidays
(2) Open Days

LAST DAY FOR COMPLETION OF UNIT OR COMPLETION OF CUM TEST CYCLE		MAXIMUM DAYS IN UNIT
Unit 4	Jan. 24	20 (from Dec. 13)
Cum 2	Jan. 28	4
Unit 5	Mar. 1	20
Unit 6	Mar. 25	18
Cum 3	Apr. 7	4
CTBS	Apr. 29	5
Unit 7	May 12	20
Unit 8	June 10	20

JAS:pb
12-10-82

APPENDIX B

Revision Plan for AGP Language Arts,

Grades 7 and 8

SAN DIEGO CITY SCHOOLS
Curriculum and Programs Division

REVISION PLAN FOR AGP LANGUAGE ARTS, GRADES 7 AND 8

Since the full implementation of the AGP language arts program at grades 7 and 8, there has been considerable input from teachers, resource teachers, site and central office administrators concerning the program. Large numbers of students have consistently failed to achieve mastery on the unit tests and both students and teachers have had many problems with the oral and written products. As a result of the input received, the following major concerns with the program, in spite of some early modifications, have been identified:

1. The materials were often perceived as being fragmented and difficult to use in a direct instruction/mastery learning way. The attempt to interweave the basic English language skills development with the written or oral product confused many.

2. The pacing schedule called for more to be accomplished than most teachers could manage in the time allotted. Insufficient time was felt to have been allowed for both drill and practice and for developing the oral or written product. The latter was a severe problem because of the low skill level of language development exhibited by many students.

3. Those materials which it was necessary for students to read independently such as work sheets and mastery tests, often proved too difficult for many students.

As a result of a review of these identified concerns, the Curriculum and Programs Division staff, with the support of the leadership of the Secondary Schools Division, proposed an action plan for revision consisting of the following steps:

1. All of the activities in the units beginning with Unit 4 will be identified as relating to product development or basic English language skill development. This will make possible three options:

   a. Interrelated product and skill instruction sequence

   b. Product instruction sequence followed by skills instruction sequence

   c. Skills instruction sequence followed by product instruction sequence.

2. The pacing schedule will be revised for the districtwide language program to allow for the option of completing eight units (rather than the original ten) by the end of the school year. This will free 30+ days to be added to units 4-8 in order to provide additional instructional time for mastery of the skills and the production of satisfactory products.

3. Parallel second level materials at a less challenging reading level will be prepared. These will primarily consist of work sheets and mastery tests, and can be used by students unable to read the basic materials.

4. Since the following of the eight unit pacing schedule will not allow complete mastery of all language arts skills needed by the time of administration of the CTBS in April, the third cumulative test will be used for providing practice and review on these unmastered skills.

5. Schools will be asked to use a portion of the supplementary assistance block grant funds for the purpose of providing reinforcement, both as early intervention and in the regular reinforcement cycle, for both the English language skills and the oral and written products.

6. It is recommended that each principal or his/her designee, monitor carefully the following:

   a. The choice by teachers of the eight unit sequence.

   b. The choice by teachers of one of the three sequence options.

   c. The maintenance as a minimum of the eight unit sequence pacing.

   d. The allowance for teachers to proceed at a faster pace, but because of production schedules, no faster than the ten unit sequence prescribes.

HLP:lg

ENGLISH 7/8, SAN DIEGO CITY SCHOOLS

UNIT SEQUENCE OPTIONS

1. Interrelated product and skill instruction sequence

2. Product instruction sequence followed by skill instruction sequence

3. Skill instruction sequence followed by product instruction sequence

Note: Teachers have asked for help in assessing/grading student products using unit criteria. Several options exist, one of which is a 2-3 hour departmental rating of the products. Each product is rated by two teachers. This kind of assessment will probably require brief inservice.

Unit 4: Describing — OVERVIEW — English, Teaching Days: 15-20

DRAFT

(Lesson ref. in guide)	PRODUCT	SKILL
DAY 1	Discussion Selecting Topic and Details	
2	Choosing a Topic Organizing Details	Verbs
3	Work on the Topic	Irregular Verbs Standard/Nonstandard Usage
4	Combine Work on Usage and the Topic Using Sensory Details	
5	Work on the Topic Using Time Sequence	
6	Using Comparisons	
7	Using Comparisons in Poetry Review Techniques for Writing Descriptions	Verb Tense
8	Writing First Drafts of Descriptions	Verb Tense Easily Confused Verbs
9		Easily Confused Verbs Verb Tense Subject/Verb Agreement
10	Self Editing (Papers handed in for Storage)	Subject/Verb Agreement
(3-5 Days)		Direct instruction on supporting skills
12		Mastery Test A
13-14/15	Extension /Modeling	Reteaching
15		Mastery Test B
11	(Hand papers back. Ask students to edit paper in light of work on skills and hand in for grade.) Paired Discussion Writing Final Draft	

10 days on product
8-10 days on skills

("SELECTED PAGES FROM")

Student Achievement in California Schools

1981-82 Annual Report

LANGUAGE INFORMATION

B-6

California Assessment Program

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles, Superintendent of Public Instruction Sacramento, 1982

English Language Assessment Advisory Committee's Instructional Recommendations for Grade Twelve

1. Writing instruction should include more writing, more teaching of writing, a greater variety of writing assignments, and adherence to the principles set forth in the Handbook for Planning an Effective Writing Program.

2. Writing should be integrated with the teaching of reading in all content areas.

3. While students are engaged in the act of writing, only the process skills of writing should be emphasized. Later, during the act of editing, the supporting skills of writing should be emphasized as the need arises.

4. Teachers should do more writing themselves, especially in the classroom with their students and on the topics they assign.

5. Various types of writing activities and events (such as writing celebrations, writing showcases, write-athons, writing fairs, and writing olympics) should be planned and conducted to emphasize the importance of writing and to provide out-of-classroom audiences for the students' writing.

6. California Assessment Program results as well as assessments of students' writing should be used for analyzing strengths and weaknesses in students' writing and for setting goals.

DRAFT

SECONDARY

Schedule of Lessons ENGLISH LANGUAGE ARTS 7

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
9/13	9/14	9/15	9/16	9/17	9/20	9/21	9/22	9/23	9/24	9/27	9/28	9/29	9/30	10/1	10/4	10/5	10/6	10/7	10/8	10/11	10/12	10/13	10/14	10/15
10/18	10/19	10/20	10/21	10/22	10/25	10/26	10/27	10/28	10/29	11/1	11/2	11/3	11/4	11/5	11/8	11/9	11/10	11/11	11/12					
																		(1)						
11/15	11/16	11/17	11/18	11/19	11/22	11/23	11/24	11/25	11/26	11/29	11/30	12/1	12/2	12/3	12/6	12/7	12/8	12/9	12/10	12/13	12/14	12/15	12/16	12/17
								(1)	(1)															
1/3	1/4	1/5	1/6	1/7	1/10	1/11	1/12	1/13	1/14	1/17	1/18	1/19	1/20	1/21	1/24	1/25	1/26	1/27	1/28					
4/1	4/2	4/3	4/4		4/5	4/6	4/7	(1)		(2)	CUM 2			4/8	4/9	4/10	4/11	A						
1/31	2/1	2/2	2/3	2/4	2/7	2/8	2/9	2/10	2/11	2/14	2/15	2/16	2/17	2/18	2/21	2/22	2/23	2/24	2/25	2/28	3/1	3/2	3/3	3/4
ER	ER	B	5/1		5/2	5/3		5/4	(1)	5/5	5/6		5/7	(1)		5/8	5/9	5/10	5/11	A	ER	ER	(2)	
3/7	3/8	3/9	3/10	3/11	3/14	3/15	3/16	3/17	3/18	3/21	3/22	3/23	3/24	3/25	3/28	3/29	3/30	3/31	4/1	4/4	4/5	4/6	4/7	4/8
B	4/1	4/2	4/3	4/4	4/5	(2)	6/6	4/7	6/8	6/9	6/10		(2)	(1)	(1)	(1)	(1)	(1)	4/11	A	ER	ER	B	
4/11	4/12	4/13	4/14	4/15	4/18	4/19	4/20	4/21	4/22	4/25	4/26	4/27	4/28	4/29	5/2	5/3	5/4	5/5	5/6	5/9	5/10	5/11	5/12	5/13
(2)	CUM 3			7/1	7/2	7/3	7/4	7/5		CTBS				7/6	7/7	7/8	7/9	7/10	7/11	A	ER	ER	B	
5/16	5/17	5/18	5/19	5/20	5/23	5/24	5/25	5/26	5/27	5/30	5/31	6/1	6/2	6/3	6/6	6/7	6/8	6/9	6/10	6/13	6/14	6/15	6/16	6/17
8/1	8/2	8/3	8/4	8/5	(2)	8/6	8/7			(1)	8/8	8/9	8/10	8/11		A	ER	ER	B	(2)	(2)	(2)	(2)	(1)

B-8

Code: Unit - Lesson

A - Test A
B - Test B
ER - Extension, Reteaching

(1) Holidays
(2) Open Days

JAS:pb
11-30-82

Recommend using remaining time until Winter Vacation for "catching up" - reteaching, unit product, skills development, or whatever teacher believes students need from Units 1, 2, 3.

BEST COPY AVAILABLE

DRAFT

SECONDARY

Schedule of Lessons ENGLISH LANGUAGE ARTS 8

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
9/13	9/14	9/15	9/16	9/17	9/20	9/21	9/22	9/23	9/24	9/27	9/28	9/29	9/30	10/1	10/4	10/5	10/6	10/7	10/8	10/11	10/12	10/13	10/14	10/15
10/18	10/19	10/20	10/21	10/22	10/25	10/26	10/27	10/28	10/29	11/1	11/2	11/3	11/4	11/5	11/8	11/9	11/10	11/11	11/12					
																		(1)						
11/15	11/16	11/17	11/18	11/19	11/22	11/23	11/24	11/25	11/26	11/29	11/30	12/1	12/2	12/3	12/6	12/7	12/8	12/9	12/10	12/13	12/14	12/15	12/16	12/17
								(1)	(1)															
1/3	1/4	1/5	1/6	1/7	1/10	1/11	1/12	1/13	1/14	1/17	1/18	1/19	1/20	1/21	1/24	1/25	1/26	1/27	1/28					
4/1	4/2	4/3	4/4	4/5	4/6	4/7	(1)	4/8	4/9	CUM 2						4/10	4/11	A						
1/31	2/1	2/2	2/3	2/4	2/7	2/8	2/9	2/10	2/11	2/14	2/15	2/16	2/17	2/18	2/21	2/22	2/23	2/24	2/25	2/28	3/1	3/2	3/3	3/4
ER	ER	B	5/1	5/2	5/3	5/4	5/5	(1)	5/6	5/7	5/8	5/9	(1)	5/10	5/11	A	CPI	ER	ER	B	2			
3/7	3/8	3/9	3/10	3/11	3/14	3/15	3/16	3/17	3/18	3/21	3/22	3/23	3/24	3/25	3/28	3/29	3/30	3/31	4/1	4/4	4/5	4/6	4/7	4/8
6/1	6/2	6/3	6/4	6/4	6/7	COMPETENCIES				6/8	6/9	(1)	(1)	(1)	(1)	(1)				6/10	6/11			A
4/11	4/12	4/13	4/14	4/15	4/18	4/19	4/20	4/21	4/22	4/25	4/26	4/27	4/28	4/29	5/2	5/3	5/4	5/5	5/6	5/9	5/10	5/11	5/12	5/13
(2)	CUM 3			7/1	7/2	7/3	7/4	7/5		CTBS				7/6	7/7	7/8	7/9	7/10	7/11	A	ER	ER	B	
5/16	5/17	5/18	5/19	5/20	5/23	5/24	5/25	5/26	5/27	5/30	5/31	6/1	6/2	6/3	6/6	6/7	6/8	6/9	6/10	6/13	6/14	6/15	6/16	6/17
8/1	8/2	8/3	8/4	8/5	(2)	8/6	8/7			(1)	8/8	8/9	8/10	8/11		A	ER	ER	B	(2)	(2)	(2)	(2)	(1)

Code: Unit - Lesson

A - Test A
B - Test B
ER - Extension, Reteaching

(1) Holidays
(2) Open Days

JAS:pb
11-30-82

- Same recommendation as L/A 7 for time remaining before winter vacation.
- Recommend moving CTBS to Soc. Stu / U.S. Hist classes to give Lang. Arts even more days for teaching program.

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APPENDIX C

Breakdown of Data Generated

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Staff Questionnaire

Total Responses for All Administrators and Teachers by Rank (n=826)

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	AVERAGE RESPONSE	RANK
2.	Inservice and direction after start of school year.	228(28)	200(24)	251(30)	98(12)	22(3)	2.36	28.9
1.	District inservice prior to start of school year.	221(27)	164(20)	277(34)	107(13)	26(4)	2.44	27.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	222(27)	200(24)	243(29)	114(14)	38(5)	2.44	27.5
17.	Adequacy of time in school day's schedule to implement curriculum.	244(30)	205(25)	192(23)	128(16)	56(7)	2.45	25.0
24.	Suitability of homework provided.	162(20)	165(20)	263(32)	91(11)	31(4)	2.53	24.0
15.	Correctness/appropriateness of pacing schedule.	200(24)	174(21)	256(31)	140(17)	50(6)	2.59	22.5
26.	Opportunity for teachers to exercise and grow in professional expertise.	183(22)	182(22)	276(33)	126(15)	44(5)	2.59	22.5
20.	Opportunity for student expression of creativity.	143(17)	213(26)	292(35)	128(16)	34(4)	2.63	21.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	97(12)	182(22)	401(49)	96(12)	16(2)	2.69	19.0
4.	Support by Central Office Personnel.	125(15)	133(16)	339(41)	122(15)	63(8)	2.83	18.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	85(10)	166(20)	353(43)	170(21)	31(4)	2.87	17.0
7.	Effectiveness in teaching writing.	91(11)	152(18)	315(38)	197(24)	48(6)	2.95	16.0
25.	Overall impression of the District Language Program.	119(14)	153(19)	261(32)	216(26)	71(9)	2.96	15.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	73(9)	152(18)	343(42)	186(23)	49(6)	2.98	13.5
14.	Adequacy of cumulative tests in measuring retention.	76(9)	132(16)	312(38)	172(21)	47(6)	2.98	13.5
9.	Suitability of difficulty level of materials for levels assigned.	112(14)	152(18)	272(33)	201(24)	84(10)	2.99	12.0
6.	Effectiveness in teaching oral communication.	67(8)	170(21)	340(41)	181(22)	62(8)	3.00	11.0
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	68(8)	135(16)	344(42)	206(25)	59(7)	3.07	10.0
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	72(9)	115(14)	341(41)	209(25)	62(8)	3.09	9.0
5.	Appropriateness of reading level of materials.	95(12)	140(17)	267(32)	210(25)	107(13)	3.11	7.5
10.	Appropriateness of activities to sustain student achievement of objectives.	67(8)	153(19)	302(37)	223(27)	77(9)	3.11	7.5
23.	Quality of materials used for independent work by students.	85(10)	137(17)	272(33)	232(28)	88(11)	3.12	6.0
13.	Effectiveness of unit test in assessing mastery.	85(10)	136(16)	243(29)	253(31)	104(13)	3.19	5.0
27.	Level of priority given by teachers to implementing the program.	67(8)	110(13)	267(32)	212(26)	148(18)	3.33	4.0
8.	Effectiveness in teaching recognized standard English usage.	37(4)	86(10)	302(37)	287(35)	108(13)	3.42	3.0
19.	Sufficiency of higher level cognitive skills in the curriculum.	115(14)	205(25)	332(40)	113(14)	20(2)	2.64	2.0
3.	Availability of materials.	67(8)	119(14)	195(24)	206(25)	235(28)	3.51	2.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	11(1)	49(6)	206(25)	321(39)	230(28)	3.87	1.0
	TOTALS	3,217 (14)	4,280 (19)	8,057 (36)	4,945 (22)	2,010 (9)	2.92	

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Total Response for
All ADP Elementary Teachers by Rank

ITEM NO.	ITEM DESCRIPTION	LOW RATING 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	OMIT	MEAN	RANK
24.	Suitability of homework provided..	63(26)	52(21)	69(28)	16(6)	4(2)	43(17)	2.22	28.0
2.	Inservice and direction after start of school year.	72(29)	72(29)	79(32)	17(7)	6(2)	3(1)	2.23	27.0
15.	Correctness/appropriateness of pacing schedule.	90(36)	51(21)	60(24)	32(13)	15(6)	1(1)	2.31	25.5
17.	Adequacy of time in school day's schedule to implement curriculum.	90(36)	55(22)	56(23)	31(12)	17(7)	0(0)	2.31	25.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	71(29)	52(21)	87(35)	24(10)	11(4)	4(2)	2.39	24.0
1.	District inservice prior to start of school year.	59(24)	63(25)	88(35)	25(10)	7(3)	7(3)	2.41	23.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	61(25)	56(23)	93(37)	29(12)	7(3)	3(1)	2.45	22.0
20.	Opportunity for student expression of creativity.	55(22)	58(23)	92(37)	30(12)	11(4)	3(1)	2.52	21.0
19.	Sufficiency of higher level cognitive skills in the curriculum.	45(18)	48(19)	107(43)	33(13)	2(1)	14(6)	2.57	20.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	37(15)	49(20)	120(48)	27(11)	5(2)	11(4)	2.64	19.0
9.	Suitability of difficulty level of materials for levels assigned.	54(22)	51(21)	80(32)	41(17)	22(9)	1(1)	2.70	18.0
7.	Effectiveness in teaching writing.	38(15)	55(22)	90(36)	51(21)	6(2)	9(4)	2.71	17.0
4.	Support by Central Office Personnel.	42(17)	39(16)	101(41)	36(15)	20(8)	11(4)	2.80	16.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	33(13)	46(19)	104(42)	48(19)	10(4)	8(3)	2.81	15.0
25.	Overall impression of the District Language Program.	39(16)	51(21)	88(35)	53(21)	16(6)	2(1)	2.82	14.0
5.	Appropriateness of reading level of materials.	44(18)	53(21)	82(33)	37(15)	31(12)	2(1)	2.83	12.5
14.	Adequacy of cumulative tests in measuring retention.	29(12)	38(15)	91(37)	43(17)	9(4)	39(16)	2.83	12.5
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	29(12)	54(22)	93(37)	53(21)	13(5)	7(3)	2.86	11.0
6.	Effectiveness in teaching oral communication.	23(9)	62(25)	101(41)	45(18)	17(7)	1(1)	2.88	10.0
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	24(10)	53(21)	106(43)	54(22)	11(4)	1(1)	2.89	9.0
10.	Appropriateness of activities to sustain student achievement of objectives.	24(10)	47(19)	102(41)	60(24)	16(6)	0(0)	2.98	8.0
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	29(12)	31(12)	100(40)	62(25)	20(8)	7(3)	3.05	7.0
13.	Effectiveness of unit test in assessing mastery.	27(11)	44(18)	78(31)	78(31)	22(9)	0(0)	3.09	6.0
23.	Quality of materials used for independent work by students.	21(8)	42(17)	91(37)	68(27)	23(9)	4(2)	3.11	5.0
27.	Level of priority given by teachers to implementing the program.	19(8)	37(15)	95(38)	51(21)	38(15)	9(4)	3.21	4.0
8.	Effectiveness in teaching recognized standard English usage.	13(5)	36(15)	89(36)	80(32)	29(12)	2(1)	3.30	3.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	5(2)	18(4)	91(29)	95(38)	66(27)	2(1)	3.83	2.0
3.	Availability of materials.	13(5)	19(8)	47(19)	76(31)	94(38)	0(0)	3.87	1.0
	TOTALS	1,151 (17)	1,324 (20)	2,480 (36)	1,295 (19)	548 (8)	194	2.81 (6,798-T)	

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
ACP Staff Questionnaire

MEAN RATINGS EXPRESSED BY ACP GROUPS (N=310)

ITEM NO.	ITEM DESCRIPTION	ACP Elem./ Teach. (K-3)	ACP Elem./ Teach. (4-6)	ACP Eng./ Teach. (7-8)	ACP Elem. Adm.	ACP Sec. Adm.	ACP Res./ Teach. Eng./Elem.	ACP Res./ Teach. Eng./Sec.
1.	District inservice prior to start of school year.	2.29	2.58	2.19	2.83	2.50	2.17	1.00
2.	Inservice and direction after start of school year.	2.14	2.36	2.44	2.92	3.00	1.56	1.00
3.	Availability of materials.	3.79	3.99	3.37	3.33	3.50	3.39	3.50
4.	Support by Central Office Personnel.	2.86	2.73	3.08	2.83	4.00	1.94	4.00
5.	Appropriateness of reading level of materials.	2.66	3.05	2.63	1.92	2.50	1.88	1.50
6.	Effectiveness in teaching oral communication.	2.84	2.94	2.74	2.75	3.50	2.94	1.50
7.	Effectiveness in teaching writing.	2.63	2.82	2.63	3.00	2.00	2.81	1.00
8.	Effectiveness in teaching recognized standard English usage.	3.26	3.37	2.93	3.18	2.00	3.18	3.00
9.	Suitability of difficulty level of materials for levels assigned.	2.63	2.80	2.59	2.08	2.50	1.88	1.00
10.	Appropriateness of activities to sustain student achievement of objectives.	2.88	3.13	2.48	2.92	2.50	2.62	1.00
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	2.76	3.07	2.48	3.00	2.00	2.81	2.50
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	2.76	2.99	2.78	3.09	2.00	2.94	1.50
13.	Effectiveness of unit test in assessing mastery.	3.06	3.15	2.48	2.92	4.00	2.94	1.00
14.	Adequacy of cumulative tests in measuring retention.	2.81	2.86	2.85	3.10	2.50	2.21	3.50
15.	Correctness/appropriateness of pacing schedule.	2.38	2.24	1.85	1.75	1.50	1.44	1.50
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	3.06	3.05	2.35	2.50	2.00	2.71	1.50
17.	Adequacy of time in school day's schedule to implement curriculum.	2.49	2.10	1.74	1.67	1.00	2.11	1.00
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	2.46	2.32	1.96	1.67	1.50	2.00	1.50
19.	Sufficiency of higher level cognitive skills in the curriculum.	2.66	2.46	2.15	3.27	1.50	2.81	2.50
20.	Opportunity for student expression of creativity.	2.63	2.40	2.41	2.82	2.50	2.59	1.50
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	2.84	2.79	3.07	3.09	2.00	2.71	1.50
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	2.64	2.64	2.19	3.30	1.50	2.65	2.00
23.	Quality of materials used for independent work by students.	3.04	3.22	2.67	3.17	2.50	2.94	1.00
24.	Suitability of homework provided.	2.18	2.29	2.31	2.67	2.50	2.43	1.00
25.	Overall impression of the District Language Program.	2.76	2.90	2.38	2.92	1.50	2.33	1.00
26.	Opportunity for teachers to exercise and grow in professional expertise.	2.42	2.49	2.07	2.82	1.50	2.44	1.00
27.	Level of priority given by teachers to implementing the program.	3.24	3.19	3.04	2.92	4.00	2.61	3.00
28.	Thoroughness with which teachers are implementing the new English Language Program.	3.96	3.68	3.81	3.27	4.50	3.47	4.00
	TOTALS	2.76 N=140	2.80 N=109	2.53 N=27	2.71 N=13	2.63 N=2	2.48 N=18	1.83 N=2

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Non-AGP Staff Questionnaire

MEAN RATINGS EXPRESSED BY NON-AGP GROUPS (N=506)

ITEM NO.	ITEM DESCRIPTION	Not AGP Elem./ Teach/ (K-3)	Not AGP Elem./ Teach. (4-6)	Not AGP Eng./ Teach. (7-8)	Not AGP Elem. Adm.	Not AGP Sec. Adm.	All Adm./ Teach.
1.	District inservice prior to start of school year.	2.46	2.53	2.08	3.36	3.00	2.44
2.	Inservice and direction after start of school year.	2.37	2.49	2.15	3.64	3.00	2.36
3.	Availability of materials.	3.49	3.34	2.89	3.79	3.00	3.51
4.	Support by Central Office Personnel.	2.90	2.82	2.54	3.93	3.50	2.83
5.	Appropriateness of reading level of materials.	3.29	3.64	2.87	3.86	3.00	3.11
6.	Effectiveness in teaching oral communication.	3.18	3.04	2.72	4.00	3.50	3.00
7.	Effectiveness in teaching writing.	3.09	3.09	2.95	4.00	3.00	2.95
8.	Effectiveness in teaching recognized standard English usage.	3.57	3.72	2.85	3.93	3.50	3.42
9.	Suitability of difficulty level of materials for levels assigned.	3.14	3.53	2.64	3.86	3.00	2.99
10.	Appropriateness of activities to sustain student achievement of objectives.	3.28	3.42	2.57	3.86	3.00	3.11
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	3.26	3.31	2.63	3.93	3.50	3.07
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	3.08	3.11	2.73	4.00	3.00	2.98
13.	Effectiveness of unit test in assessing mastery.	3.47	3.36	2.50	4.07	2.50	3.19
14.	Adequacy of cumulative tests in measuring retention.	3.09	3.13	2.77	4.09	2.50	2.98
15.	Correctness/appropriateness of pacing schedule.	2.96	2.92	2.09	3.62	2.50	2.59
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	3.23	3.31	2.61	4.08	3.00	3.09
17.	Adequacy of time in school day's schedule to implement curriculum.	2.81	2.55	1.91	3.29	2.00	2.45
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	2.72	2.58	1.80	3.00	2.00	2.44
19.	Sufficiency of higher level cognitive skills in the curriculum.	2.72	2.69	2.45	3.23	3.00	2.64
20.	Opportunity for student expression of creativity.	2.79	2.54	2.60	3.36	2.50	2.63
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	3.00	2.99	2.50	3.57	3.00	2.87
22.	Adequacy of opportunity to practice convergent and divergent thinking skills	2.80	2.68	2.53	3.38	2.50	2.69
23.	Quality of materials used for independent work by students.	3.14	3.31	2.81	3.64	3.00	3.12
24.	Suitability of homework provided.	2.47	2.83	2.77	3.50	3.00	2.53
25.	Overall impression of the District Language Program.	3.19	3.23	2.33	4.00	3.00	2.96
26.	Opportunity for teachers to exercise and grow in professional expertise.	2.92	2.60	2.04	3.57	2.50	2.59
27.	Level of priority given by teachers to implementing the program.	3.50	3.63	2.72	3.57	3.50	3.33
28.	Thoroughness with which teachers are implementing the new English Language Program.	4.03	3.98	3.43	4.00	3.50	3.87
	TOTALS	3.07 N=231	3.08 N=184	2.39 N=75	3.69 N=14	2.93 N=2	2.91 N=826

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Staff Questionnaire

Total Responses for All Administrators and Teachers (N=826)

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	AVERAGE RESPONSE	RANK
1.	District inservice prior to start of school year.	221(27)	164(20)	277(34)	107(13)	26(4)	2.44	26.5
2.	Inservice and direction after start of school year.	228(28)	200(24)	251(30)	98(12)	22(3)	2.36	28.9
3.	Availability of materials.	67(8)	119(14)	195(24)	206(25)	235(28)	3.51	2.0
4.	Support by Central Office Personnel.	125(15)	133(16)	339(41)	122(15)	63(8)	2.83	18.0
5.	Appropriateness of reading level of materials.	95(12)	140(17)	267(32)	210(25)	107(13)	3.11	7.5
6.	Effectiveness in teaching oral communication.	67(8)	170(21)	340(41)	181(22)	62(8)	3.00	11.0
7.	Effectiveness in teaching writing.	91(11)	152(18)	315(38)	197(24)	48(6)	2.95	16.0
8.	Effectiveness in teaching recognised standard English usage.	37(4)	86(10)	302(37)	287(35)	108(13)	3.42	3.0
9.	Suitability of difficulty level of materials for levels assigned.	112(14)	152(18)	272(33)	201(24)	84(10)	2.99	12.0
10.	Appropriateness of activities to sustain student achievement of objectives.	67(8)	153(19)	302(37)	223(27)	77(9)	3.11	7.5
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	68(8)	135(16)	344(42)	206(25)	59(7)	3.07	10.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	73(9)	152(18)	343(42)	186(23)	49(6)	2.98	13.5
13.	Effectiveness of unit test in assessing mastery.	85(10)	136(16)	243(29)	253(31)	104(13)	3.19	5.0
14.	Adequacy of cumulative tests in measuring retention.	76(9)	132(16)	312(38)	172(21)	47(6)	2.98	13.5
15.	Correctness/appropriateness of pacing schedule.	200(24)	174(21)	256(31)	140(17)	50(6)	2.59	22.5
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	72(9)	115(14)	341(41)	209(25)	62(8)	3.09	9.0
17.	Adequacy of time in school day's schedule to implement curriculum.	244(30)	205(25)	192(23)	128(16)	56(7)	2.45	25.0
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	222(27)	200(24)	243(29)	114(14)	38(5)	2.44	26.5
19.	Sufficiency of higher level cognitive skills in the curriculum.	115(14)	205(25)	332(40)	113(14)	20(2)	2.64	20.0
20.	Opportunity for student expression of creativity.	143(17)	213(26)	292(35)	128(16)	34(4)	2.63	21.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	85(10)	166(20)	353(43)	170(21)	31(4)	2.87	17.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	97(12)	182(22)	401(49)	96(12)	16(2)	2.69	19.0
23.	Quality of materials used for independent work by students.	85(10)	137(17)	272(33)	232(28)	88(11)	3.12	6.0
24.	Suitability of homework provided.	162(20)	165(20)	263(32)	91(11)	31(4)	2.53	24.0
25.	Overall impression of the District Language Program.	119(14)	153(19)	261(32)	216(26)	71(9)	2.96	15.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	183(22)	182(22)	276(33)	126(15)	44(5)	2.59	22.5
27.	Level of priority given by teachers to implementing the program.	67(8)	110(13)	267(32)	212(26)	148(18)	3.33	4.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	11(1)	49(6)	206(25)	321(39)	230(28)	3.87	1.0
	TOTALS	3,217 (14)	4,280 (19)	8,057 (36)	4,945 (22)	2,010 (9)	2.92	

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Total Response for
All ACP Elementary Teachers

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	OMIT	MEAN	RANK
1.	District inservice prior to start of school year.	59(24)	63(25)	88(35)	25(10)	7(3)	7(3)	2.41	23.0
2.	Inservice and direction after start of school year.	72(29)	72(29)	79(32)	17(7)	6(2)	3(1)	2.23	27.0
3.	Availability of materials.	13(5)	19(8)	47(19)	76(31)	94(38)	0(0)	3.87	1.0
4.	Support by Central Office Personnel.	42(17)	39(16)	101(41)	36(15)	20(8)	11(4)	2.80	16.0
5.	Appropriateness of reading level of materials.	44(18)	53(21)	82(33)	37(15)	31(12)	2(1)	2.83	12.5
6.	Effectiveness in teaching oral communication.	23(9)	62(25)	101(41)	45(18)	17(7)	1(1)	2.88	10.0
7.	Effectiveness in teaching writing.	38(15)	55(22)	90(36)	51(21)	6(2)	9(4)	2.71	17.0
8.	Effectiveness in teaching recognized standard English usage.	13(5)	36(15)	89(36)	80(32)	29(12)	2(1)	3.30	3.0
9.	Suitability of difficulty level of materials for levels assigned.	54(22)	51(21)	80(32)	41(17)	22(9)	1(1)	2.70	18.0
10.	Appropriateness of activities to sustain student achievement of objectives.	24(10)	47(19)	102(41)	60(24)	16(6)	0(0)	2.98	8.0
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	24(10)	53(21)	106(43)	54(22)	11(4)	1(1)	2.89	9.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	29(12)	54(22)	93(37)	53(21)	13(5)	7(3)	2.86	11.0
13.	Effectiveness of unit test in assessing mastery.	27(11)	44(18)	78(31)	78(31)	22(9)	0(0)	3.09	6.0
14.	Adequacy of cumulative tests in measuring retention.	29(12)	38(15)	91(37)	43(17)	9(4)	39(16)	2.83	12.5
15.	Correctness/appropriateness of pacing schedule.	90(36)	51(21)	60(24)	32(13)	15(6)	1(1)	2.31	25.5
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	29(12)	31(12)	100(40)	62(25)	20(8)	7(3)	3.05	7.0
17.	Adequacy of time in school day's schedule to implement curriculum.	90(36)	55(22)	56(23)	31(12)	17(7)	0(0)	2.31	25.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	71(29)	52(21)	87(35)	24(10)	11(4)	4(2)	2.39	24.0
19.	Sufficiency of higher level cognitive skills in the curriculum.	45(18)	48(19)	107(43)	33(13)	2(1)	14(6)	2.57	20.0
20.	Opportunity for student expression of creativity.	55(22)	58(23)	92(37)	30(12)	11(4)	3(1)	2.52	21.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	33(13)	46(19)	104(42)	48(19)	10(4)	8(3)	2.81	15.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	37(15)	49(20)	120(48)	27(11)	5(2)	11(4)	2.64	19.0
23.	Quality of materials used for independent work by students.	21(8)	42(17)	91(37)	68(27)	13(9)	4(2)	3.11	5.0
24.	Suitability of homework provided.	65(26)	52(21)	69(28)	16(6)	4(2)	43(17)	2.22	28.0
25.	Overall impression of the District Language Program.	39(16)	51(21)	88(35)	53(21)	16(6)	2(1)	2.82	14.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	61(25)	56(23)	93(37)	29(12)	7(3)	3(1)	2.45	22.0
27.	Level of priority given by teachers to implementing the program.	19(8)	37(15)	95(38)	51(21)	38(15)	9(4)	3.21	4.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	5(2)	10(4)	91(29)	95(38)	66(27)	2(1)	3.83	2.0
	TOTALS	1,151 (17)	1,324 (20)	2,480 (36)	1,295 (19)	548 (8)	194	2.81 (6,798=T)	

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Elementary ACP Teachers, Grades K-3

ITEM NO.	ITEM DESCRIPTION	LOW 1 N(%)	2 N(%)	RATINGS 3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	38(27)	37(26)	47(34)	12(9)	2(1)
2.	Inservice and direction after start of school year.	46(33)	40(29)	40(29)	10(7)	2(1)
3.	Availability of materials.	9(6)	14(10)	26(19)	39(28)	52(37)
4.	Support by Central Office Personnel.	21(15)	22(16)	59(42)	19(14)	13(9)
5.	Appropriateness of reading level of materials.	31(22)	30(21)	46(33)	17(12)	14(10)
6.	Effectiveness in teaching oral communication.	14(10)	36(26)	59(42)	21(15)	10(7)
7.	Effectiveness in teaching writing.	24(17)	31(22)	48(34)	28(20)	1(1)
8.	Effectiveness in teaching recognized standard English usage.	6(4)	22(16)	51(36)	50(36)	10(7)
9.	Suitability of difficulty level of materials for levels assigned.	33(24)	28(20)	47(34)	20(14)	11(8)
10.	Appropriateness of activities to sustain student achievement of objectives.	16(11)	27(19)	60(43)	32(23)	5(4)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	19(14)	30(21)	61(44)	25(18)	5(4)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	20(14)	29(21)	55(39)	27(19)	5(4)
13.	Effectiveness of unit test in assessing mastery.	17(12)	26(19)	41(29)	44(31)	12(9)
14.	Adequacy of cumulative tests in measuring retention.	17(12)	18(13)	47(34)	21(15)	5(4)
15.	Correctness/appropriateness of pacing schedule.	48(34)	28(20)	34(24)	20(14)	9(6)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	17(12)	16(11)	58(41)	32(23)	13(9)
17.	Adequacy of time in school day's schedule to implement curriculum.	41(29)	32(23)	35(25)	22(16)	10(7)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	36(26)	27(19)	56(40)	14(10)	5(4)
19.	Sufficiency of higher level cognitive skills in the curriculum.	22(16)	26(19)	60(43)	21(15)	2(1)
20.	Opportunity for student expression of creativity.	29(21)	28(20)	55(39)	20(14)	7(5)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	19(14)	23(16)	59(42)	26(19)	7(5)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills	22(16)	25(18)	66(47)	17(12)	2(1)
23.	Quality of materials used for independent work by students.	14(10)	28(20)	48(34)	34(24)	14(10)
24.	Suitability of homework provided.	35(25)	24(17)	39(28)	6(4)	1(1)
25.	Overall impression of the District Language Program.	23(16)	31(22)	50(36)	26(19)	9(6)
26.	Opportunity for teachers to exercise and grow in professional expertise.	39(28)	27(19)	53(38)	18(13)	3(2)
27.	Level of priority given by teachers to implementing the program.	11(8)	20(14)	54(39)	33(24)	21(15)
28.	Thoroughness with which teachers are implementing the new English Language Program.	1(1)	2(1)	43(31)	48(34)	45(32)
	TOTAL	968 (24)	727 (18)	139 (34)	702 (17)	295 (7)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Elementary AGP Teachers, Grades 4-6

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	21(19)	26(24)	41(38)	13(12)	5(5)
2.	Inservice and direction after start of school year.	26(24)	32(29)	39(36)	7(6)	4(4)
3.	Availability of materials.	4(4)	5(5)	21(19)	37(34)	42(39)
4.	Support by Central Office Personnel.	21(19)	17(16)	42(39)	17(16)	7(6)
5.	Appropriateness of reading level of materials.	13(12)	23(21)	36(33)	20(18)	17(16)
6.	Effectiveness in teaching oral communication.	9(8)	26(24)	42(39)	24(22)	7(6)
7.	Effectiveness in teaching writing.	14(13)	24(22)	42(39)	23(21)	5(5)
8.	Effectiveness in teaching recognized standard English usage.	7(6)	14(13)	38(35)	30(28)	19(17)
9.	Suitability of difficulty level of materials for levels assigned.	21(19)	23(21)	33(30)	21(19)	11(10)
10.	Appropriateness of activities to sustain student achievement of objectives.	8(7)	20(18)	42(39)	28(26)	11(10)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	5(5)	23(21)	45(41)	29(27)	6(6)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	9(8)	25(23)	38(35)	26(24)	8(7)
13.	Effectiveness of unit test in assessing mastery.	10(9)	18(17)	37(34)	34(31)	10(9)
14.	Adequacy of cumulative tests in measuring retention.	12(11)	20(18)	44(40)	22(20)	4(4)
15.	Correctness/appropriateness of pacing schedule.	42(39)	23(21)	26(24)	12(11)	6(6)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	12(11)	15(14)	42(39)	30(28)	7(6)
17.	Adequacy of time in school day's schedule to implement curriculum.	49(45)	23(21)	21(19)	9(8)	7(6)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	35(32)	25(23)	31(28)	10(9)	6(6)
19.	Sufficiency of higher level cognitive skills in the curriculum.	23(21)	22(20)	47(43)	12(11)	0(0)
20.	Opportunity for student expression of creativity.	26(24)	30(28)	37(34)	10(9)	4(4)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	14(13)	23(21)	45(41)	22(20)	3(3)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills	15(14)	24(22)	54(50)	10(9)	3(3)
23.	Quality of materials used for independent work by students.	7(6)	14(13)	43(39)	34(31)	9(8)
24.	Suitability of homework provided.	30(28)	28(26)	30(28)	10(9)	3(3)
25.	Overall impression of the District Language Program.	16(15)	20(18)	38(35)	27(25)	7(6)
26.	Opportunity for teachers to exercise and grow in professional expertise.	22(20)	29(27)	40(37)	11(10)	4(4)
27.	Level of priority given by teachers to implementing the program.	8(7)	17(16)	41(38)	18(17)	17(16)
28.	Thoroughness with which teachers are implementing the new English Language Program.	4(4)	8(7)	28(26)	47(43)	21(19)
	TOTAL	483 (16)	597 (20)	1,063 (36)	593 (20)	253 (8)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
ACP English Teachers, Grade 7 or 8

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	10(37)	6(22)	6(22)	3(11)	1(4)
2.	Inservice and direction after start of school year.	8(30)	6(22)	7(26)	5(19)	1(4)
3.	Availability of materials.	2(7)	4(15)	8(30)	8(30)	5(19)
4.	Support by Central Office Personnel.	3(11)	4(15)	10(37)	2(7)	5(19)
5.	Appropriateness of reading level of materials.	5(19)	8(30)	7(26)	6(22)	1(4)
6.	Effectiveness in teaching oral communication.	5(19)	5(19)	10(37)	6(22)	1(4)
7.	Effectiveness in teaching writing.	6(22)	6(22)	8(30)	6(22)	1(4)
8.	Effectiveness in teaching recognized standard English usage.	4(15)	5(19)	8(30)	9(33)	1(4)
9.	Suitability of difficulty level of materials for levels assigned.	8(30)	4(15)	7(26)	7(26)	1(4)
10.	Appropriateness of activities to sustain student achievement of objectives.	5(19)	11(41)	5(19)	5(19)	1(4)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	7(26)	7(26)	7(26)	5(19)	1(4)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	4(15)	6(22)	11(41)	4(15)	2(7)
13.	Effectiveness of unit test in assessing mastery.	8(30)	6(22)	6(22)	6(22)	1(4)
14.	Adequacy of cumulative tests in measuring retention.	4(15)	4(15)	11(41)	6(22)	1(4)
15.	Correctness/appropriateness of pacing schedule.	15(56)	5(19)	3(11)	4(15)	0(0)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	7(26)	6(22)	10(37)	3(11)	0(0)
17.	Adequacy of time in school day's schedule to implement curriculum.	13(48)	9(33)	4(15)	1(4)	0(0)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	13(48)	6(22)	5(19)	2(7)	1(4)
19.	Sufficiency of higher level cognitive skills in the curriculum.	7(26)	9(33)	9(33)	1(4)	0(0)
20.	Opportunity for student expression of creativity.	7(26)	7(26)	9(33)	3(11)	1(4)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	9(33)	8(30)	9(33)	1(4)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	7(26)	8(30)	12(44)	0(0)	0(0)
23.	Quality of materials used for independent work by students.	7(26)	4(15)	9(33)	5(19)	2(7)
24.	Suitability of homework provided.	8(30)	7(26)	7(26)	3(11)	1(4)
25.	Overall impression of the District Language Program.	8(30)	5(19)	8(30)	5(19)	0(0)
26.	Opportunity for teachers to exercise and grow in professional expertise.	9(33)	10(37)	6(22)	1(4)	1(4)
27.	Level of priority given by teachers to implementing the program.	5(19)	6(22)	4(15)	5(19)	6(22)
28.	Thoroughness with which teachers are implementing the new English Language Program.	1(4)	1(4)	7(26)	11(41)	7(26)
	TOTAL	193 (26)	173 (23)	213 (29)	123 (16)	42 (6)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-ACP Elementary Teachers, Grades K-3

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	62(27)	39(17)	78(34)	33(14)	6(3)
2.	Inservice and direction after start of school year.	58(25)	54(23)	71(31)	29(13)	3(1)
3.	Availability of materials.	19(8)	35(15)	56(24)	52(23)	67(29)
4.	Support by Central Office Personnel.	30(13)	27(12)	109(47)	34(15)	16(7)
5.	Appropriateness of reading level of materials.	18(8)	32(14)	73(32)	75(32)	29(13)
6.	Effectiveness in teaching oral communication.	10(4)	46(20)	88(38)	59(26)	24(10)
7.	Effectiveness in teaching writing.	16(7)	41(18)	86(37)	60(26)	16(7)
8.	Effectiveness in teaching recognized standard English usage.	6(2)	14(6)	92(40)	88(38)	32(14)
9.	Suitability of difficulty level of materials for levels assigned.	17(7)	45(19)	82(36)	58(25)	27(12)
10.	Appropriateness of activities to sustain student achievement of objectives.	13(6)	37(16)	77(33)	76(33)	26(11)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	11(5)	26(11)	99(43)	70(30)	18(8)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	17(7)	33(14)	104(45)	56(24)	15(6)
13.	Effectiveness of unit test in assessing mastery.	13(6)	28(12)	65(28)	83(36)	39(17)
14.	Adequacy of cumulative tests in measuring retention.	19(8)	31(13)	89(39)	56(24)	16(7)
15.	Correctness/appropriateness of pacing schedule.	24(10)	48(21)	86(37)	52(23)	18(8)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	11(5)	29(13)	99(43)	63(27)	20(9)
17.	Adequacy of time in school day's schedule to implement curriculum.	42(18)	54(23)	60(26)	54(23)	20(9)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	39(17)	61(26)	65(28)	47(20)	14(6)
19.	Sufficiency of higher level cognitive skills in the curriculum.	25(11)	59(26)	93(40)	32(14)	8(3)
20.	Opportunity for student expression of creativity.	25(11)	60(26)	87(38)	38(16)	13(6)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	15(6)	45(19)	96(42)	59(26)	8(3)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	18(8)	46(20)	123(53)	27(12)	6(3)
23.	Quality of materials used for independent work by students.	24(10)	34(15)	80(35)	65(28)	25(11)
24.	Suitability of homework provided.	42(18)	44(19)	76(33)	14(6)	8(3)
25.	Overall impression of the District Language Program.	23(10)	37(16)	69(30)	75(32)	26(11)
26.	Opportunity for teachers to exercise and grow in professional expertise.	34(15)	39(17)	82(36)	49(21)	20(9)
27.	Level of priority given by teachers to implementing the program.	13(6)	19(8)	82(36)	68(29)	46(20)
28.	Thoroughness with which teachers are implementing the new English Language Program.	0(0)	14(6)	44(19)	93(40)	78(34)
	TOTAL	642 (10)	1,077 (17)	2,311 (37)	1,565 (25)	655 (10)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-ADP Elementary Teachers, Grades 4-6

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	48(26)	27(15)	65(35)	30(16)	7(4)
2.	Inservice and direction after start of school year.	50(27)	31(17)	65(35)	23(13)	9(5)
3.	Availability of materials.	14(8)	38(21)	46(25)	41(22)	43(23)
4.	Support by Central Office Personnel.	29(16)	29(16)	72(39)	32(17)	12(7)
5.	Appropriateness of reading level of materials.	9(5)	9(5)	59(32)	70(38)	37(20)
6.	Effectiveness in teaching oral communication.	20(11)	24(13)	83(45)	43(23)	14(8)
7.	Effectiveness in teaching writing.	17(9)	26(14)	77(42)	51(28)	13(7)
8.	Effectiveness in teaching recognized standard English usage.	4(2)	11(6)	57(31)	71(39)	40(22)
9.	Suitability of difficulty level of materials for levels assigned.	8(4)	14(8)	63(34)	70(38)	29(16)
10.	Appropriateness of activities to sustain student achievement of objectives.	10(5)	21(11)	62(34)	64(35)	27(15)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	12(7)	20(11)	71(39)	55(30)	23(13)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	11(6)	32(17)	72(39)	52(28)	11(6)
13.	Effectiveness of unit test in assessing mastery.	12(7)	31(17)	52(28)	57(31)	32(17)
14.	Adequacy of cumulative tests in measuring retention.	12(7)	28(15)	70(38)	50(27)	12(7)
15.	Correctness/appropriateness of pacing schedule.	21(11)	38(21)	70(38)	42(23)	12(7)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	6(3)	22(12)	77(42)	55(30)	17(9)
17.	Adequacy of time in school day's schedule to implement curriculum.	49(27)	47(26)	40(22)	33(18)	15(8)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	48(26)	36(20)	57(31)	32(17)	11(6)
19.	Sufficiency of higher level cognitive skills in the curriculum.	19(10)	60(33)	66(36)	28(15)	7(4)
20.	Opportunity for student expression of creativity.	34(18)	56(30)	56(30)	30(16)	5(3)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	16(9)	30(16)	86(47)	39(21)	11(6)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	21(11)	46(25)	88(48)	22(12)	4(2)
23.	Quality of materials used for independent work by students.	20(11)	26(14)	45(24)	60(33)	31(17)
24.	Suitability of homework provided.	27(15)	34(18)	59(32)	36(20)	12(7)
25.	Overall impression of the District Language Program.	20(11)	27(15)	50(27)	63(34)	23(13)
26.	Opportunity for teachers to exercise and grow in professional expertise.	38(21)	45(24)	59(32)	31(17)	9(5)
27.	Level of priority given by teachers to implementing the program.	11(6)	17(9)	44(24)	63(34)	44(24)
28.	Thoroughness with which teachers are implementing the new English Language Program.	2(1)	9(5)	37(20)	78((42)	57(31)
	TOTAL	588 (11)	834 (17)	1,748 (35)	1,321 (26)	567 (11)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP English Teachers, Grade 7 or 8

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	33(44)	9(12)	21(28)	9(12)	0(0)
2.	Inservice and direction after start of school year.	28(37)	16(21)	19(25)	10(13)	0(0)
3.	Availability of materials.	15(20)	14(19)	22(29)	12(16)	12(16)
4.	Support by Central Office Personnel.	15(20)	18(24)	27(36)	9(12)	3(4)
5.	Appropriateness of reading level of materials.	5(7)	21(28)	33(44)	11(15)	5(7)
6.	Effectiveness in teaching oral communication.	7(9)	22(29)	33(44)	11(15)	2(3)
7.	Effectiveness in teaching writing.	11(15)	12(16)	30(40)	14(19)	8(11)
8.	Effectiveness in teaching recognized standard English usage.	10(13)	12(16)	34(45)	17(22)	2(3)
9.	Suitability of difficulty level of materials for levels assigned.	8(11)	26(35)	26(35)	13(17)	1(1)
10.	Appropriateness of activities to sustain student achievement of objectives.	9(12)	26(35)	29(39)	10(13)	1(1)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	9(12)	20(27)	38(51)	6(8)	2(3)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	9(12)	14(19)	39(52)	10(13)	1(1)
13.	Effectiveness of unit test in assessing mastery.	17(23)	21(28)	21(28)	12(16)	3(4)
14.	Adequacy of cumulative tests in measuring retention.	6(8)	21(28)	29(39)	11(15)	3(4)
15.	Correctness/appropriateness of pacing schedule.	27(36)	21(28)	21(28)	5(7)	1(1)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	11(15)	19(25)	33(44)	10(13)	1(1)
17.	Adequacy of time in school day's schedule to implement curriculum.	33(44)	21(28)	17(23)	3(4)	1(1)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	37(49)	19(25)	16(21)	3(4)	0(0)
19.	Sufficiency of higher level cognitive skills in the curriculum.	16(21)	17(23)	33(44)	5(7)	2(3)
20.	Opportunity for student expression of creativity.	15(20)	18(24)	28(37)	10(13)	4(5)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	9(12)	25(33)	34(45)	6(8)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	12(16)	17(23)	36(48)	7(9)	0(0)
23.	Quality of materials used for independent work by students.	9(12)	19(25)	27(36)	15(20)	4(5)
24.	Suitability of homework provided.	11(15)	17(23)	29(39)	14(19)	4(5)
25.	Overall impression of the District Language Program.	22(29)	18(24)	24(32)	10(13)	1(1)
26.	Opportunity for teachers to exercise and grow in professional expertise.	32(43)	19(25)	16(21)	5(7)	3(4)
27.	Level of priority given by teachers to implementing the program.	15(20)	19(25)	19(25)	7(9)	11(15)
28.	Thoroughness with which teachers are implementing the new English Language Program.	2(3)	11(15)	30(40)	17(23)	15(20)
	TOTAL	433 (21)	512 (25)	764 (37)	272 (13)	90 (4)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP Elementary Administrators

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	1(8)	4(33)	4(33)	2(17)	1(8)
2.	Inservice and direction after start of school year.	0(0)	5(42)	3(25)	4(33)	0(0)
3.	Availability of materials.	2(17)	1(8)	2(17)	5(42)	2(17)
4.	Support by Central Office Personnel.	1(8)	3(25)	6(50)	1(8)	1(8)
5.	Appropriateness of reading level of materials.	4(33)	5(42)	3(25)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	1(8)	2(17)	8(67)	1(8)	0(0)
7.	Effectiveness in teaching writing.	0(0)	2(17)	8(67)	2(17)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	1(8)	2(17)	3(25)	4(33)	1(8)
9.	Suitability of difficulty level of materials for levels assigned.	5(42)	3(25)	3(25)	0(0)	1(8)
10.	Appropriateness of activities to sustain student achievement of objectives.	2(17)	2(17)	5(42)	1(8)	2(17)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	2(17)	1(8)	5(42)	1(8)	2(17)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	3(25)	6(50)	0(0)	2(17)
13.	Effectiveness of unit test in assessing mastery.	1(8)	3(25)	5(42)	2(17)	1(8)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	2(17)	6(50)	1(8)	1(8)
15.	Correctness/appropriateness of pacing schedule.	6(50)	3(25)	3(25)	0(0)	0(0)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	4(33)	2(17)	3(25)	2(17)	1(8)
17.	Adequacy of time in school day's schedule to implement curriculum.	7(58)	2(17)	3(25)	0(0)	0(0)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	5(42)	6(50)	1(8)	0(0)	0(0)
19.	Sufficiency of higher level cognitive skills in the curriculum.	0(0)	2(17)	5(42)	3(25)	1(8)
20.	Opportunity for student expression of creativity.	3(25)	0(0)	4(33)	4(33)	0(0)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	1(8)	1(8)	5(42)	4(33)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	2(17)	4(33)	3(25)	1(8)
23.	Quality of materials used for independent work by students.	0(0)	3(25)	4(33)	5(42)	0(0)
24.	Suitability of homework provided.	1(8)	3(25)	7(58)	1(8)	0(0)
25.	Overall impression of the District Language Program.	0(0)	4(33)	5(42)	3(25)	0(0)
26.	Opportunity for teachers to exercise and grow in professional expertise.	1(8)	4(33)	3(25)	2(17)	1(8)
27.	Level of priority given by teachers to implementing the program.	1(8)	2(17)	6(50)	3(25)	0(0)
28.	Thoroughness with which teachers are implementing the new English Language Program.	1(8)	0(0)	5(42)	5(42)	0(0)
	TOTAL	58 (15)	72 (22)	125 (39)	59 (18)	18 (6)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
ACP Secondary Administrators

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	0(0)	1(50)	1(50)	0(0)	0(0)
2.	Inservice and direction after start of school year.	0(0)	1(50)	0(0)	1(50)	0(0)
3.	Availability of materials.	0(0)	0(0)	1(50)	1(50)	0(0)
4.	Support by Central Office Personnel.	0(0)	0(0)	0(0)	2(100)	0(0)
5.	Appropriateness of reading level of materials.	0(0)	1(50)	1(50)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	0(0)	0(0)	1(50)	1(50)	0(0)
7.	Effectiveness in teaching writing.	0(0)	2(100)	0(0)	0(0)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	2(100)	0(0)	0(0)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	1(50)	0(0)	0(0)	1(50)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	1(50)	0(0)	0(0)	1(50)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	2(100)	0(0)	0(0)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	2(100)	0(0)	0(0)	0(0)
13.	Effectiveness of unit test in assessing mastery.	0(0)	0(0)	1(50)	0(0)	1(50)
14.	Adequacy of cumulative tests in measuring retention.	1(50)	0(0)	0(0)	1(50)	0(0)
15.	Correctness/appropriateness of pacing schedule.	1(50)	1(50)	0(0)	0(0)	0(0)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	1(50)	0(0)	1(50)	0(0)	0(0)
17.	Adequacy of time in school day's schedule to implement curriculum.	2(100)	0(0)	0(0)	0(0)	0(0)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	1(50)	1(50)	0(0)	0(0)	0(0)
19.	Sufficiency of higher level cognitive skills in the curriculum.	1(50)	1(50)	0(0)	0(0)	0(0)
20.	Opportunity for student expression of creativity.	0(0)	1(50)	1(50)	0(0)	0(0)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	1(50)	0(0)	1(50)	0(0)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	1(50)	1(50)	0(0)	0(0)	0(0)
23.	Quality of materials used for independent work by students.	1(50)	0(0)	0(0)	1(50)	0(0)
24.	Suitability of homework provided.	1(50)	0(0)	0(0)	1(50)	0(0)
25.	Overall impression of the District Language Program.	1(50)	1(50)	0(0)	0(0)	0(0)
26.	Opportunity for teachers to exercise and grow in professional expertise.	1(50)	1(50)	0(0)	0(0)	0(0)
27.	Level of priority given by teachers to implementing the program.	0(0)	0(0)	0(0)	2(100)	0(0)
28.	Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)	0(0)	1(50)	1(50)
	TOTAL	15 (27)	18 (32)	8 (14)	13 (23)	2 (4)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP English Resource Teacher, Elementary School

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	3(17)	9(50)	6(33)	0(0)	0(0)
2.	Inservice and direction after start of school year.	9(50)	8(44)	1(6)	0(0)	0(0)
3.	Availability of materials.	1(6)	5(28)	4(22)	2(11)	6(33)
4.	Support by Central Office Personnel.	4(22)	11(61)	1(6)	1(6)	0(0)
5.	Appropriateness of reading level of materials.	7(39)	6(33)	3(17)	1(6)	0(0)
6.	Effectiveness in teaching oral communication.	0(0)	5(28)	8(44)	4(22)	0(0)
7.	Effectiveness in teaching writing.	0(0)	6(33)	7(39)	3(17)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	3(17)	8(44)	6(33)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	8(44)	4(22)	4(22)	1(6)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	1(6)	5(28)	9(50)	1(6)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	3(17)	2(11)	6(33)	5(28)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	2(11)	3(17)	8(44)	2(11)	2(11)
13.	Effectiveness of unit test in assessing mastery.	2(11)	1(6)	10(55)	4(22)	0(0)
14.	Adequacy of cumulativv tests in measuring retention.	2(11)	7(39)	5(28)	0(0)	0(0)
15.	Correctness/appropriateness of pacing schedule.	12(67)	4(22)	2(11)	0(0)	0(0)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	2(11)	5(28)	6(33)	4(22)	0(0)
17.	Adequacy of time in school day's schedule to implement curriculum.	4(22)	9(50)	4(22)	1(6)	0(0)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	5(28)	8(44)	5(28)	0(0)	0(0)
19.	Sufficiency of higher level cognitive skills in the curriculum.	2(11)	2(11)	9(50)	3(17)	0(0)
20.	Opportunity for student expression of creativity.	2(11)	5(28)	8(44)	2(11)	0(0)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	8(44)	6(33)	3(17)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	1(6)	6(33)	8(44)	2(11)	0(0)
23.	Quality of materials used for independent work by students.	0(0)	5(28)	8(44)	4(22)	0(0)
24.	Suitability of homework provided.	2(11)	4(22)	8(44)	0(0)	0(0)
25.	Overall impression of the District Language Program.	4(22)	5(28)	8(44)	1(6)	0(0)
26.	Opportunity for teachers to exercise and grow in professional expertise.	2(11)	6(33)	7(39)	1(6)	0(0)
27.	Level of priority given by teachers to implementing the program.	3(17)	6(33)	5(28)	3(17)	1(6)
28.	Thoroughness with which teachers are implementing the new English Language Program.	0(0)	2(11)	5(28)	7(39)	1(6)
	TOTAL	81 (17)	150 (32)	169 (36)	61 (13)	10 (2)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP English Resource Teacher, Secondary School

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(Σ)	2 N(Σ)	3 N(Σ)	4 N(Σ)	HIGH 5 N(Σ)
1.	District inservice prior to start of school year.	2(100)	0(0)	0(0)	0(0)	0(0)
2.	Inservice and direction after start of school year.	2(100)	0(0)	0(0)	0(0)	0(0)
3.	Availability of materials.	0(0)	0(0)	1(50)	1(50)	0(0)
4.	Support by Central Office Personnel.	0(0)	0(0)	1(50)	0(0)	1(50)
5.	Appropriateness of reading level of materials.	1(50)	1(50)	0(0)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	1(50)	1(50)	0(0)	0(0)	0(0)
7.	Effectiveness in teaching writing.	2(100)	0(0)	0(0)	0(0)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	1(50)	0(0)	1(50)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	2(100)	0(0)	0(0)	0(0)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	2(100)	0(0)	0(0)	0(0)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	1(50)	1(50)	0(0)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	1(50)	1(50)	0(0)	0(0)	0(0)
13.	Effectiveness of unit test in assessing mastery.	2(100)	0(0)	0(0)	0(0)	0(0)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	0(0)	1(50)	1(50)	0(0)
15.	Correctness/appropriateness of pacing schedule.	1(50)	1(50)	0(0)	0(0)	0(0)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	1(50)	1(50)	0(0)	0(0)	0(0)
17.	Adequacy of time in school day's schedule to implement curriculum.	2(100)	0(0)	0(0)	0(0)	0(0)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	1(50)	1(50)	0(0)	0(0)	0(0)
19.	Sufficiency of higher level cognitive skills in the curriculum.	0(0)	1(50)	1(50)	0(0)	0(0)
20.	Opportunity for student expression of creativity.	1(50)	1(50)	0(0)	0(0)	0(0)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	1(50)	1(50)	0(0)	0(0)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	2(100)	0(0)	0(0)	0(0)
23.	Quality of materials used for independent work by students.	2(100)	0(0)	0(0)	0(0)	0(0)
24.	Suitability of homework provided.	2(100)	0(0)	0(0)	0(0)	0(0)
25.	Overall impression of the District Language Program.	2(100)	0(0)	0(0)	0(0)	0(0)
26.	Opportunity for teachers to exercise and grow in professional expertise.	2(100)	0(0)	0(0)	0(0)	0(0)
27.	Level of priority given by teachers to implementing the program.	0(0)	0(0)	2(100)	0(0)	0(0)
28.	Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)	0(0)	2(100)	0(0)
	TOTAL	30 (14)	13 (23)	7 (13)	5 (8)	1 (2)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP, Elementary Administrator

ITEM NO.	ITEM DESCRIPTION	LOW 1 N(%)	2 N(%)	RATINGS 3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	1(7)	3(21)	3(21)	4(29)	3(21)
2.	Inservice and direction after start of school year.	0(0)	3(21)	2(14)	6(43)	3(21)
3.	Availability of materials.	0(0)	1(7)	5(36)	4(29)	4(29)
4.	Support by Central Office Personnel.	0(0)	1(7)	4(29)	4(29)	5(36)
5.	Appropriateness of reading level of materials.	0(0)	2(14)	1(7)	8(57)	3(21)
6.	Effectiveness in teaching oral communication.	0(0)	0(0)	4(29)	6(43)	4(29)
7.	Effectiveness in teaching writing.	0(0)	0(0)	3(21)	8(57)	3(21)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	0(0)	4(29)	7(50)	3(21)
9.	Suitability of difficulty level of materials for levels assigned.	0(0)	1(7)	2(14)	9(64)	2(14)
10.	Appropriateness of activities to sustain student achievement of objectives.	0(0)	0(0)	6(43)	4(29)	4(29)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	0(0)	3(21)	9(64)	2(14)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	0(0)	3(21)	8(57)	3(21)
13.	Effectiveness of unit test in assessing mastery.	0(0)	0(0)	4(29)	5(36)	5(36)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	0(0)	4(29)	2(14)	5(36)
15.	Correctness/appropriateness of pacing schedule.	1(7)	1(7)	4(29)	3(21)	4(29)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	0(0)	0(0)	2(14)	8(57)	3(21)
17.	Adequacy of time in school day's schedule to implement curriculum.	0(0)	4(29)	4(29)	4(29)	2(14)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	1(7)	4(29)	4(29)	4(29)	1(7)
19.	Sufficiency of higher level cognitive skills in the curriculum.	0(0)	3(21)	4(29)	6(43)	0(0)
20.	Opportunity for student expression of creativity.	0(0)	3(21)	3(21)	8(57)	0(0)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	1(7)	5(36)	7(50)	1(7)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	2(14)	4(29)	7(50)	0(0)
23.	Quality of materials used for independent work by students.	0(0)	2(14)	4(29)	5(36)	3(21)
24.	Suitability of homework provided.	0(0)	2(14)	5(36)	5(36)	2(14)
25.	Overall impression of the District Language Program.	0(0)	1(7)	3(21)	5(36)	5(36)
26.	Opportunity for teachers to exercise and grow in professional expertise.	2(14)	0(0)	3(21)	6(43)	3(21)
27.	Level of priority given by teachers to implementing the program.	0(0)	2(14)	4(29)	6(43)	2(14)
28.	Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)	3(21)	8(57)	3(21)
	TOTAL	5 (1)	36 (9)	100 (26)	166 (43)	78 (20)

SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP, Secondary Administrator

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	0(0)	0(0)	2(100)	0(0)	0(0)
2.	Inservice and direction after start of school year.	0(0)	0(0)	2(100)	0(0)	0(0)
3.	Availability of materials.	0(0)	1(50)	0(0)	1(50)	0(0)
4.	Support by Central Office Personnel.	0(0)	0(0)	1(50	1(50)	0(0)
5.	Appropriateness of reading level of materials.	0(0)	0(0)	2(100)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	0(0)	0(0)	1(50)	1(50)	0(0)
7.	Effectiveness in teaching writing.	0(0)	1(50)	0(0)	1(50)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	0(0)	1(50)	1(50)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	0(0)	0(0)	2(100)	0(0)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	0(0)	0(0)	2(100)	0(0)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	0(0)	1(50)	1(50)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	0(0)	2(100)	0(0)	0(0)
13.	Effectiveness of unit test in assessing mastery.	0(0)	1(50)	1(50)	0(0)	0(0)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	1(50)	1(50)	0(0)	0(0)
15.	Correctness/appropriateness of pacing schedule.	0(0)	1(50)	1(50)	0(0)	0(0)
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	0(0)	0(0)	2(100)	0(0)	0(0)
17.	Adequacy of time in school day's schedule to implement curriculum.	0(0)	2(100)	0(0)	0(0)	0(0)
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	0(0)	2(100)	0(0)	0(0)	0(0)
19.	Sufficiency of higher level cognitive skills in the curriculum.	0(0)	0(0)	2(100)	0(0)	0(0)
20.	Opportunity for student expression of creativity.	0(0)	1(50)	1(50)	0(0)	0(0)
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	0(0)	2(100)	0(0)	0(0)
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	1(50)	1(50)	0(0)	0(0)
23.	Quality of materials used for independent work by students.	0(0)	0(0)	2(100)	0(0)	0(0)
24.	Suitability of homework provided.	0(0)	0(0)	2(100)	0(0)	0(0)
25.	Overall impression of the District Language Program.	0(0)	0(0)	2(100)	0(0)	0(0)
26.	Opportunity for teachers to exercise and grow in professional expertise.	0(0)	1(50)	1(50)	0(0)	0(0)
27.	Level of priority given by teachers to implementing the program.	0(0)	0(0)	1(50)	1(50)	0(0)
28.	Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)		1(50)	0(0)
	TOTAL	0 (0)	12 (22)	35 (64)	8 (14)	0 (0)

SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Staff Questionnaire

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Total Responses for All Administrators and Teachers by Rank (N=826)

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	AVERAGE RESPONSE	RANK
2.	Inservice and direction after start of school year.	228(28)	200(24)	251(30)	98(12)	22(3)	2.36	28.0
1.	District inservice prior to start of school year.	221(27)	164(20)	277(34)	107(13)	26(4)	2.44	27.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	222(27)	200(24)	243(29)	114(14)	38(5)	2.44	27.5
17.	Adequacy of time in school day's schedule to implement curriculum.	244(30)	205(25)	192(23)	128(16)	56(7)	2.45	25.0
24.	Suitability of homework provided.	162(20)	165(20)	263(32)	91(11)	31(4)	2.53	24.0
15.	Correctness/appropriateness of pacing schedule.	200(24)	174(21)	256(31)	140(17)	50(6)	2.59	22.5
26.	Opportunity for teachers to exercise and grow in professional expertise.	183(22)	182(22)	276(33)	126(15)	44(5)	2.59	22.5
20.	Opportunity for student expression of creativity.	143(17)	213(26)	292(35)	128(16)	34(4)	2.63	21.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	97(12)	182(22)	401(49)	96(12)	16(2)	2.69	19.0
4.	Support by Central Office Personnel.	125(15)	133(16)	339(41)	122(15)	63(8)	2.83	18.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	85(10)	166(20)	353(43)	170(21)	31(4)	2.87	17.0
7.	Effectiveness in teaching writing.	91(11)	152(18)	315(38)	197(24)	48(6)	2.95	16.0
25.	Overall impression of the District Language Program.	119(14)	153(19)	261(32)	216(26)	71(9)	2.96	15.0
12.	Appropriateness and viability of language product concept in carrying							

[illegible] product concept in carrying out and measuring student achievement.	73(9)	152(18)	343(42)	186(23)	49(6)	2.98	13.5
14. Adequacy of cumulative tests in measuring retention.	76(9)	132(16)	312(38)	172(21)	47(6)	2.98	13.5
9. Suitability of difficulty level of materials for levels assigned.	112(14)	152(18)	272(33)	201(24)	84(10)	2.99	12.0
6. Effectiveness in teaching oral communication.	67(8)	170(21)	340(41)	181(22)	62(8)	3.00	11.0
11. Effectiveness of unit products in demonstrating achievement of unit objectives.	68(8)	135(16)	344(42)	206(25)	59(7)	3.07	10.0
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	72(9)	115(14)	341(41)	209(25)	62(8)	3.09	9.0
5. Appropriateness of reading level of materials.	95(12)	140(17)	267(32)	210(25)	107(13)	3.11	7.5
10. Appropriateness of activities to sustain student achievement of objectives.	67(8)	153(19)	302(37)	223(27)	77(9)	3.11	7.5
23. Quality of materials used for independent work by students.	85(10)	137(17)	272(33)	232(28)	88(11)	3.12	6.0
13. Effectiveness of unit test in assessing mastery.	85(10)	136(16)	243(29)	253(31)	104(13)	3.19	5.0
27. Level of priority given by teachers to implementing the program.	67(8)	110(13)	267(32)	212(26)	148(18)	3.33	4.0
8. Effectiveness in teaching recognized standard English usage.	37(4)	86(10)	302(37)	287(35)	108(13)	3.42	3.0
19. Sufficiency of higher level cognitive skills in the curriculum.	115(14)	205(25)	332(40)	113(14)	20(2)	2.64	2.0
3. Availability of materials.	67(8)	119(14)	195(24)	206(25)	235(28)	3.51	2.0
28. Thoroughness with which teachers are implementing the new English Language Program.	11(1)	49(6)	206(25)	321(39)	230(28)	3.87	1.0
TOTALS	3,217 (14)	4,280 (19)	8,057 (36)	4,945 (22)	2,010 (9)	2.92	

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SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Total Response for
All AGP Elementary Teachers by Rank

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	OMIT	MEAN	RANK
24.	Suitability of homework provided..	65(26)	52(21)	69(28)	16(6)	4(2)	43(17)	2.22	28.[illegible]
2.	Inservice and direction after start of school year.	72(29)	72(29)	79(32)	17(7)	6(2)	3(1)	2.23	27.0
15.	Correctness/appropriateness of pacing schedule.	90(36)	51(21)	60(24)	32(13)	15(6)	1(1)	2.31	25.5
17.	Adequacy of time in school day's schedule to implement curriculum.	90(36)	55(22)	56(23)	31(12)	17(7)	0(0)	2.31	25.5
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	71(29)	52(21)	87(35)	24(10)	11(4)	4(2)	2.39	24.0
1.	District inservice prior to start of school year.	59(24)	63(25)	88(35)	25(10)	7(3)	7(3)	2.41	23.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	61(25)	56(23)	93(37)	29(12)	7(3)	3(1)	2.45	22.0
20.	Opportunity for student expression of creativity.	55(22)	58(23)	92(37)	30(12)	11(4)	3(1)	2.52	21.0
19.	Sufficiency of higher level cognitive skills in the curriculum.	45(18)	48(19)	107(43)	33(13)	2(1)	14(6)	2.57	20.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	37(15)	49(20)	120(48)	27(11)	5(2)	11(4)	2.64	19.0
9.	Suitability of difficulty level of materials for levels assigned.	54(22)	51(21)	80(32)	41(17)	22(9)	1(1)	2.70	18.0
7.	Effectiveness in teaching writing.	38(15)	55(22)	90(36)	51(21)	6(2)	9(4)	2.71	17.0
4.	Support by Central Office Personnel.	42(17)	39(16)	101(41)	36(15)	20(8)	11(4)	2.80	16.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	33(13)	46(19)	104(42)	48(19)	10(4)	8(3)	2.81	15.0
23.	Overall impression of th[illegible]								

	[illegible]	[illegible]	[illegible]	48(19)	10(4)	8(3)	2.81	15.0
25. Overall impression of the District Language Program.	39(16)	51(21)	88(35)	53(21)	16(6)	2(1)	2.82	14.0
5. Appropriateness of reading level of materials.	44(18)	53(21)	82(33)	37(15)	31(12)	2(1)	2.83	12.5
14. Adequacy of cumulative tests in measuring retention.	29(12)	38(15)	91(37)	43(17)	9(4)	39(16)	2.83	12.5
12. Appropriateness and viability of language product concept in carrying out and measuring student achievement.	29(12)	54(22)	93(37)	53(21)	13(5)	7(3)	2.86	11.0
6. Effectiveness in teaching oral communication.	23(9)	62(25)	101(41)	45(18)	17(7)	1(1)	2.88	10.0
11. Effectiveness of unit products in demonstrating achievement of unit objectives.	24(10)	53(21)	106(43)	54(22)	11(4)	1(1)	2.89	9.0
10. Appropriateness of activities to sustain student achievement of objectives.	24(10)	47(19)	102(41)	60(24)	16(6)	0(0)	2.98	8.0
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	29(12)	31(12)	100(40)	62(25)	20(8)	7(3)	3.05	7.0
13. Effectiveness of unit test in assessing mastery.	27(11)	44(18)	78(31)	78(31)	22(9)	0(0)	3.09	6.0
23. Quality of materials used for independent work by students.	21(8)	42(17)	91(37)	68(27)	23(9)	4(2)	3.11	5.0
27. Level of priority given by teachers to implementing the program.	19(8)	37(15)	95(38)	51(21)	38(15)	9(4)	3.21	4.0
8. Effectiveness in teaching recognized standard English usage.	13(5)	36(15)	89(36)	80(32)	29(12)	2(1)	3.30	3.0
28. Thoroughness with which teachers are implementing the new English Language Program.	5(2)	10(4)	91(29)	95(38)	66(27)	2(1)	3.83	2.0
3. Availability of materials.	13(5)	19(8)	47(19)	76(31)	94(38)	0(0)	3.87	1.0
TOTALS	1,151 (17)	1,324 (20)	2,480 (36)	1,295 (19)	548 (8)	194	2.81 (6,798-T)	

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SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
AGP Staff Questionnaire

MEAN RATINGS EXPRESSED BY AGP GROUPS (N=310)

ITEM NO.	ITEM DESCRIPTION	AGP Elem./ Teach. (K-3)	AGP Elem./ Teach. (4-6)	AGP Eng./ Teach. (7-8)	AGP Elem. Adm.	AGP Sec. Adm.	AGP Eng./ Teach. Eng./Elem.	AGP Eng./ Teach. Eng./Sec.
1.	District inservice prior to start of school year.	2.29	2.58	2.19	2.83	2.50	2.17	1.00
2.	Inservice and direction after start of school year.	2.14	2.36	2.44	2.92	3.00	1.56	1.00
3.	Availability of materials.	3.79	3.99	3.37	3.33	3.50	3.39	3.50
4.	Support by Central Office Personnel.	2.86	2.73	3.08	2.83	4.00	1.94	4.00
5.	Appropriateness of reading level of materials.	2.66	3.05	2.63	1.92	2.50	1.88	1.50
6.	Effectiveness in teaching oral communication.	2.84	2.94	2.74	2.75	3.50	2.94	1.50
7.	Effectiveness in teaching writing.	2.63	2.82	2.63	3.00	2.00	2.81	1.00
8.	Effectiveness in teaching recognized standard English usage.	3.26	3.37	2.93	3.18	2.00	3.18	3.00
9.	Suitability of difficulty level of materials for levels assigned.	2.63	2.80	2.59	2.08	2.50	1.88	1.00
10.	Appropriateness of activities to sustain student achievement of objectives.	2.88	3.13	2.48	2.92	2.50	2.62	1.00
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	2.76	3.07	2.48	3.00	2.00	2.81	2.50
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	2.76	2.99	2.78	3.09	2.00	2.94	1.50
13.	Effectiveness of unit test in assessing mastery.	3.06	3.15	2.48	2.92	4.00	2.94	1.00

			..48	2.92	4.00	2.94	1.00
14. Adequacy of cumulative tests in measuring retention.	2.81	2.86	2.85	3.10	2.50	2.21	3.50
15. Correctness/appropriateness of pacing schedule.	2.38	2.24	1.85	1.75	1.50	1.44	1.50
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	3.06	3.05	2.35	2.50	2.00	2.71	1.50
17. Adequacy of time in school day's schedule to implement curriculum.	2.49	2.10	1.74	1.67	1.00	2.11	1.00
18. Adequacy of time in school day or class period to implement other areas of curriculum.	2.46	2.32	1.96	1.67	1.50	2.00	1.50
19. Sufficiency of higher level cognitive skills in the curriculum.	2.66	2.46	2.15	3.27	1.50	2.81	2.50
20. Opportunity for student expression of creativity.	2.63	2.40	2.41	2.82	2.50	2.59	1.50
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	2.84	2.79	2.07	3.09	2.00	2.71	1.50
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	2.64	2.64	2.19	3.30	1.50	2.65	2.00
23. Quality of materials used for independent work by students.	3.04	3.22	2.67	3.17	2.50	2.94	1.00
24. Suitability of homework provided.	2.18	2.29	2.31	2.67	2.50	2.43	1.00
25. Overall impression of the District Language Program.	2.76	2.90	2.38	2.92	1.50	2.33	1.00
26. Opportunity for teachers to exercise and grow in professional expertise.	2.42	2.49	2.07	2.82	1.50	2.44	1.00
27. Level of priority given by teachers to implementing the program.	3.24	3.19	3.04	2.92	4.00	2.61	3.00
28. Thoroughness with which teachers are implementing the new English Language Program.	3.96	3.68	3.81	3.27	4.50	3.47	4.00
TOTALS	2.76 N=140	2.80 N=109	2.53 N=27	2.71 N=12	2.43 N=2	2.48 N=18	1.83 N=2

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SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Non-AGP Staff Questionnaire

MEAN RATINGS EXPRESSED BY NON-AGP GROUPS (N=506)

ITEM NO.	ITEM DESCRIPTION	Not AGP Elem./ Teach/ (K-3)	Not AGP Elem./ Teach. (4-6)	Not AGP Eng./ Teach. (7-8)	Not AGP Elem. Adm.	Not AGP Sec. Adm.	All Adm./ Teach.
1.	District inservice prior to start of school year.	2.46	2.55	2.08	3.36	3.00	2.44
2.	Inservice and direction after start of school year.	2.37	2.49	2.15	3.64	3.00	2.36
3.	Availability of materials.	3.49	3.34	2.89	3.79	3.00	3.51
4.	Support by Central Office Personnel.	2.90	2.82	2.54	3.93	3.50	2.83
5.	Appropriateness of reading level of materials.	3.29	3.64	2.87	3.86	3.00	3.11
6.	Effectiveness in teaching oral communication.	3.18	3.04	2.72	4.00	3.50	3.00
7.	Effectiveness in teaching writing.	3.09	3.09	2.95	4.00	3.00	2.95
8.	Effectiveness in teaching recognized standard English usage.	3.57	3.72	2.85	3.93	3.50	3.42
9.	Suitability of difficulty level of materials for levels assigned.	3.14	3.53	2.64	3.86	3.00	2.99
10.	Appropriateness of activities to sustain student achievement of objectives.	3.28	3.42	2.57	3.86	3.00	3.11
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	3.26	3.31	2.63	3.93	3.50	3.07
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	3.08	3.11	2.73	4.00	3.00	2.98
13.	Effectiveness of unit test in assessing mastery.	3.47	3.36	2.50	4.07	2.50	3.19
14.	Adequacy of cumulative tests in measuring retention.	3.09	3.13	2.77	4.09	2.50	2.98
15.	Correctness/						

15. Correctness/appropriateness of pacing schedule.	2.96	2.92	2.09	3.62	2.50	2.59
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	3.23	3.31	2.61	4.08	3.00	3.09
17. Adequacy of time in school day's schedule to implement curriculum.	2.81	2.55	1.91	3.29	2.00	2.45
18. Adequacy of time in school day or class period to implement other areas of curriculum.	2.72	2.58	1.80	3.00	2.00	2.44
19. Sufficiency of higher level cognitive skills in the curriculum.	2.72	2.69	2.45	3.23	3.00	2.64
20. Opportunity for student expression of creativity.	2.79	2.54	2.60	3.36	2.50	2.63
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	3.00	2.99	2.50	3.57	3.00	2.87
22. Adequacy of opportunity to practice convergent and divergent thinking skills	2.80	2.68	2.53	3.38	2.50	2.69
23. Quality of materials used for independent work by students.	3.14	3.31	2.81	3.64	3.00	3.12
24. Suitability of homework provided.	2.47	2.83	2.77	3.50	3.00	2.53
25. Overall impression of the District Language Program.	3.19	3.23	2.33	4.00	3.00	2.96
26. Opportunity for teachers to exercise and grow in professional expertise.	2.92	2.60	2.04	3.57	2.50	2.59
27. Level of priority given by teachers to implementing the program.	3.50	3.63	2.72	3.57	3.50	3.33
28. Thoroughness with which teachers are implementing the new English Language Program.	4.03	3.98	3.43	4.00	3.50	3.87
TOTALS	3.07 N=231	3.08 N=184	2.59 N=75	3.69 N=14	2.93 N=2	2.91 N=826

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SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Staff Questionnaire

Total Responses for All Administrators and Teachers (N=826)

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	AVERAGE RESPONSE	RANK
1.	District inservice prior to start of school year.	221(27)	164(20)	277(34)	107(13)	26(4)	2.44	26.5
2.	Inservice and direction after start of school year.	228(28)	200(24)	251(30)	98(12)	22(3)	2.36	28.9
3.	Availability of materials.	67(8)	119(14)	195(24)	206(25)	235(28)	3.51	2.0
4.	Support by Central Office Personnel.	125(15)	133(16)	339(41)	122(15)	63(8)	2.83	18.0
5.	Appropriateness of reading level of materials.	95(12)	140(17)	267(32)	210(25)	107(13)	3.11	7.5
6.	Effectiveness in teaching oral communication.	67(8)	170(21)	340(41)	181(22)	62(8)	3.00	11.0
7.	Effectiveness in teaching writing.	91(11)	152(18)	315(38)	197(24)	48(6)	2.95	16.0
8.	Effectiveness in teaching recognized standard English usage.	37(4)	86(10)	302(37)	287(35)	108(13)	3.42	3.0
9.	Suitability of difficulty level of materials for levels assigned.	112(14)	152(18)	272(33)	201(24)	84(10)	2.99	12.0
10.	Appropriateness of activities to sustain student achievement of objectives.	67(8)	153(19)	302(37)	223(27)	77(9)	3.11	7.5
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	68(8)	135(16)	344(42)	206(25)	59(7)	3.07	10.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	73(9)	152(18)	343(42)	186(23)	49(6)	2.98	13.5
13.	Effectiveness of unit test in assessing mastery.	85(10)	136(16)	243(29)	253(31)	104(13)	3.19	5.0
14.	Adequacy of cumulative tests in measuring retention.							

14.	Adequacy of cumulative tests in measuring retention.	76(9)	132(16)	312(38)	172(21)	47(6)	2.98	13.5
15.	Correctness/appropriateness of pacing schedule.	200(24)	174(21)	256(31)	140(17)	50(6)	2.59	22.5
16.	Appropriateness of curriculum for Direct Instruction and Mastery Learning.	72(9)	115(14)	341(41)	209(25)	62(8)	3.09	9.0
17.	Adequacy of time in school day's schedule to implement curriculum.	244(30)	205(25)	192(23)	128(16)	56(7)	2.45	25.0
18.	Adequacy of time in school day or class period to implement other areas of curriculum.	222(27)	200(24)	243(29)	114(14)	38(5)	2.44	26.5
19.	Sufficiency of higher level cognitive skills in the curriculum.	115(14)	205(25)	332(40)	113(14)	20(2)	2.64	20.0
20.	Opportunity for student expression of creativity.	143(17)	213(26)	292(35)	128(16)	34(4)	2.63	21.0
21.	Adequacy of opportunities for practice in the application of cognitive skills taught.	85(10)	166(20)	353(43)	170(21)	31(4)	2.87	17.0
22.	Adequacy of opportunity to practice convergent and divergent thinking skills.	97(12)	182(22)	401(49)	96(12)	16(2)	2.69	19.0
23.	Quality of materials used for independent work by students.	85(10)	137(17)	272(33)	232(28)	88(11)	3.12	6.0
24.	Suitability of homework provided.	162(20)	165(20)	263(32)	91(11)	31(4)	2.53	24.0
25.	Overall impression of the District Language Program.	119(14)	153(19)	261(32)	216(26)	71(9)	2.96	15.0
26.	Opportunity for teachers to exercise and grow in professional expertise.	183(22)	182(22)	276(33)	126(15)	44(5)	2.59	22.5
27.	Level of priority given by teachers to implementing the program.	67(8)	110(13)	267(32)	212(26)	148(18)	3.33	4.0
28.	Thoroughness with which teachers are implementing the new English Language Program.	11(1)	49(6)	206(25)	321(39)	230(28)	3.87	1.0
	TOTALS	3,217 (14)	4,280 (19)	8,057 (36)	4,945 (22)	2,010 (9)	2.92	

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SAN DIEGO CITY SCHOOLS
DISTRICT ENGLISH LANGUAGE PROGRAM
Total Response for
All AGP Elementary Teachers

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ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)	OMIT	MEAN	RANK
1.	District inservice prior to start of school year.	59(24)	63(25)	88(35)	25(10)	7(3)	7(3)	2.41	23.0
2.	Inservice and direction after start of school year.	72(29)	72(29)	79(32)	17(7)	6(2)	3(1)	2.23	27.0
3.	Availability of materials.	13(5)	19(8)	47(19)	76(31)	94(38)	0(0)	3.87	1.0
4.	Support by Central Office Personnel.	42(17)	39(16)	101(41)	36(15)	20(8)	11(4)	2.80	16.0
5.	Appropriateness of reading level of materials.	44(18)	53(21)	82(33)	37(15)	31(12)	2(1)	2.83	12.5
6.	Effectiveness in teaching oral communication.	23(9)	62(25)	101(41)	45(18)	17(7)	1(1)	2.88	10.0
7.	Effectiveness in teaching writing.	38(15)	55(22)	90(36)	51(21)	6(2)	9(4)	2.71	17.0
8.	Effectiveness in teaching recognized standard English usage.	13(5)	36(15)	89(36)	80(32)	29(12)	2(1)	3.30	3.0
9.	Suitability of difficulty level of materials for levels assigned.	54(22)	51(21)	80(32)	41(17)	22(9)	1(1)	2.70	18.0
10.	Appropriateness of activities to sustain student achievement of objectives.	24(10)	47(19)	102(41)	60(24)	16(6)	0(0)	2.98	8.0
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	24(10)	53(21)	106(43)	54(22)	11(4)	1(1)	2.89	9.0
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	29(12)	54(22)	93(37)	53(21)	13(5)	7(3)	2.86	11.0
13.	Effectiveness of unit tests in assessing mastery.	27(11)	44(18)	78(31)	78(31)	22(9)	0(0)	3.09	6.0
14.	Adequacy of cumulative tests in measuring retention.	29(12)	38(15)	91(37)	43(17)	9(4)	39(16)	2.83	12.5
15.	Correctness/appropriateness of pacing								

15. Correctness/appropriateness of pacing schedule.	90(36)	51(21)	60(24)	32(13)	15(6)	1(1)	2.31	25.5
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	29(12)	31(12)	100(40)	62(25)	20(8)	7(3)	3.03	7.0
17. Adequacy of time in school day's schedule to implement curriculum.	90(36)	55(22)	56(23)	31(12)	17(7)	0(0)	2.31	25.5
18. Adequacy of time in school day or class period to implement other areas of curriculum.	71(29)	52(21)	87(35)	24(10)	11(4)	4(2)	2.39	24.0
19. Sufficiency of higher level cognitive skills in the curriculum.	45(18)	48(19)	107(43)	33(13)	2(1)	14(6)	2.57	20.0
20. Opportunity for student expression of creativity.	55(22)	58(23)	92(37)	30(12)	11(4)	3(1)	2.52	21.0
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	33(13)	46(19)	104(42)	48(19)	10(4)	8(3)	2.81	15.0
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	37(15)	49(20)	120(48)	27(11)	5(2)	11(4)	2.64	19.0
23. Quality of materials used for independent work by students.	21(8)	42(17)	91(37)	68(27)	23(9)	4(2)	3.11	5.0
24. Suitability of homework provided.	65(26)	52(21)	69(28)	16(6)	4(2)	43(17)	2.22	28.0
25. Overall impression of the District Language Program.	39(16)	51(21)	88(35)	53(21)	16(6)	2(1)	2.82	14.0
26. Opportunity for teachers to exercise and grow in professional expertise.	61(25)	56(23)	93(37)	29(12)	7(3)	3(1)	2.45	22.0
27. Level of priority given by teachers to implementing the program.	19(8)	37(15)	95(38)	51(21)	38(15)	9(4)	3.21	4.0
28. Thoroughness with which teachers are implementing the new English Language Program.	5(2)	10(4)	91(29)	95(38)	66(27)	2(1)	3.83	2.0
TOTALS	1,151 (17)	1,324 (20)	2,480 (36)	1,295 (19)	548 (8)	151	2.81 (6,798-T)	

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Elementary AGP Teachers, Grades K-3

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	38(27)	37(26)	47(34)	12(9)	2(1)
2.	Inservice and direction after start of school year.	46(33)	40(29)	40(29)	10(7)	2(1)
3.	Availability of materials.	9(6)	14(10)	26(19)	39(28)	52(37)
4.	Support by Central Office Personnel.	21(15)	22(16)	59(42)	19(14)	13(9)
5.	Appropriateness of reading level of materials.	31(22)	30(21)	46(33)	17(12)	14(10)
6.	Effectiveness in teaching oral communication.	14(10)	36(26)	59(42)	21(15)	10(7)
7.	Effectiveness in teaching writing.	24(17)	31(22)	48(34)	28(20)	1(1)
8.	Effectiveness in teaching recognized standard English usage.	6(4)	22(16)	51(36)	50(36)	10(7)
9.	Suitability of difficulty level of materials for levels assigned.	33(24)	28(20)	47(34)	20(14)	11(8)
10.	Appropriateness of activities to sustain student achievement of objectives.	16(11)	27(19)	60(43)	32(23)	5(4)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	19(14)	30(21)	61(44)	25(18)	5(4)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	20(14)	29(21)	55(39)	27(19)	5(4)
13.	Effectiveness of unit test in assessing mastery.	17(12)	26(19)	41(29)	44(31)	12(9)
14.	Adequacy of cumulative tests in measuring retention.	17(12)	18(13)	47(34)	21(15)	5(4)

	17(12)	18(13)	47(34)	21(15)	5(4)
15. Correctness/appropriateness of pacing schedule.	48(34)	28(20)	34(24)	20(14)	9(6)
14. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	17(12)	16(11)	58(41)	32(23)	13(9)
17. Adequacy of time in school day's schedule to implement curriculum.	41(29)	32(23)	35(25)	22(16)	10(7)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	36(26)	27(19)	56(40)	14(10)	5(4)
19. Sufficiency of higher level cognitive skills in the curriculum.	22(16)	26(19)	60(43)	21(15)	2(1)
20. Opportunity for student expression of creativity.	29(21)	28(20)	55(39)	20(14)	7(5)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	19(14)	23(16)	59(42)	26(19)	7(5)
22. Adequacy of opportunity to practice convergent and divergent thinking skills	22(16)	25(18)	66(47)	17(12)	2(1)
23. Quality of materials used for independent work by students.	14(10)	28(20)	48(34)	34(24)	14(10)
24. Suitability of homework provided.	35(25)	24(17)	39(28)	6(4)	1(1)
25. Overall impression of the District Language Program.	23(16)	31(22)	50(36)	26(19)	9(6)
26. Opportunity for teachers to exercise and grow in professional expertise.	39(28)	27(19)	53(38)	18(13)	3(2)
27. Level of priority given by teachers to implementing the program.	11(8)	20(14)	54(39)	33(24)	21(15)
28. Thoroughness with which teachers are implementing the new English Language Program.	1(1)	2(1)	43(31)	48(34)	45(32)
TOTAL	968 (24)	727 (18)	139 (34)	702 (17)	295 (7)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Elementary AGP Teachers, Grades 4-6

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ITEM NO.	ITEM DESCRIPTION	LOW 1 N(%)	2 N(%)	RATINGS 3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	21(19)	26(24)	41(38)	13(12)	5(5)
2.	Inservice and direction after start of school year.	26(24)	32(29)	39(36)	7(6)	4(4)
3.	Availability of materials.	4(4)	5(5)	21(19)	37(34)	42(39)
4.	Support by Central Office Personnel.	21(19)	17(16)	42(39)	17(16)	7(6)
5.	Appropriateness of reading level of materials.	13(12)	23(21)	36(33)	20(18)	17(16)
6.	Effectiveness in teaching oral communication.	9(8)	26(24)	42(39)	24(22)	7(6)
7.	Effectiveness in teaching writing.	14(13)	24(22)	42(39)	23(21)	5(5)
8.	Effectiveness in teaching recognized standard English usage.	7(6)	14(13)	38(35)	30(28)	19(17)
9.	Suitability of difficulty level of materials for levels assigned.	21(19)	23(21)	33(30)	21(19)	11(10)
10.	Appropriateness of activities to sustain student achievement of objectives.	8(7)	20(18)	42(39)	28(26)	11(10)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	5(5)	23(21)	45(41)	29(27)	6(6)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	9(8)	25(23)	38(35)	26(24)	8(7)
13.	Effectiveness of unit test in assessing mastery.	10(9)	18(17)	37(34)	34(31)	10(9)
14.	Adequacy of cumulative tests in measuring retention.	12(11)	20(18)	44(40)	22(20)	4(4)

...during retention.	12(11)	20(18)	44(40)	22(20)	4(4)
15. Correctness/appropriateness of pacing schedule.	42(39)	23(21)	26(24)	12(11)	6(6)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	12(11)	15(14)	42(39)	30(28)	7(6)
17. Adequacy of time in school day's schedule to implement curriculum.	49(45)	23(21)	21(19)	9(8)	7(6)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	35(32)	25(23)	31(28)	10(9)	6(6)
19. Sufficiency of higher level cognitive skills in the curriculum.	23(21)	22(20)	47(43)	12(11)	0(0)
20. Opportunity for student expression of creativity.	26(24)	30(28)	37(34)	10(9)	4(4)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	14(13)	23(21)	45(41)	22(20)	3(3)
22. Adequacy of opportunity to practice convergent and divergent thinking skills	15(14)	24(22)	54(50)	10(9)	3(3)
23. Quality of materials used for independent work by students.	7(6)	14(13)	43(39)	34(31)	9(8)
24. Suitability of homework provided.	30(28)	28(26)	30(28)	10(9)	3(3)
25. Overall impression of the District Language Program.	16(15)	20(18)	38(35)	27(25)	7(6)
26. Opportunity for teachers to exercise and grow in professional expertise.	22(20)	29(27)	40(37)	11(10)	4(4)
27. Level of priority given by teachers to implementing the program.	8(7)	17(16)	41(38)	18(17)	17(16)
28. Thoroughness with which teachers are implementing the new English Language Program.	4(4)	8(7)	28(26)	47(43)	21(19)
TOTAL	483 (16)	597 (20)	1,063 (36)	593 (20)	253 (8)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP English Teachers, Grade 7 or 8

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS HIGH 1 N(%)	2 N(%)	3 N(%)	4 N(%)	5 N(%)
1.	District inservice prior to start of school year.	10(37)	6(22)	6(22)	3(11)	1(4)
2.	Inservice and direction after start of school year.	8(30)	6(22)	7(26)	5(19)	1(4)
3.	Availability of materials.	2(7)	4(15)	8(30)	8(30)	5(19)
4.	Support by Central Office Personnel.	3(11)	4(15)	10(37)	2(7)	5(19)
5.	Appropriateness of reading level of materials.	5(19)	8(30)	7(26)	6(22)	1(4)
6.	Effectiveness in teaching oral communication.	5(19)	5(19)	10(37)	6(22)	1(4)
7.	Effectiveness in teaching writing.	6(22)	6(22)	8(30)	6(22)	1(4)
8.	Effectiveness in teaching recognized standard English usage.	4(15)	5(19)	8(30)	9(33)	1(4)
9.	Suitability of difficulty level of materials for levels assigned.	8(30)	4(15)	7(26)	7(26)	1(4)
10.	Appropriateness of activities to sustain student achievement of objectives.	5(19)	11(41)	5(19)	5(19)	1(4)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	7(26)	7(26)	7(26)	5(19)	1(4)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	4(15)	6(22)	11(41)	4(15)	2(7)
13.	Effectiveness of unit test in assessing mastery.	8(30)	6(22)	6(22)	6(22)	1(4)
14.	Adequacy of cumulative tests in measuring retention.	4(15)	[illegible]	[illegible]	[illegible]	[illegible]

Adequacy of cumulative tests in measuring retention.	4(15)	4(15)	11(41)	6(22)	1(4)
15. Correctness/appropriateness of pacing schedule.	15(56)	5(19)	3(11)	4(15)	0(0)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	7(26)	6(22)	10(37)	3(11)	0(0)
17. Adequacy of time in school day's schedule to implement curriculum.	13(48)	9(33)	4(15)	1(4)	0(0)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	13(48)	6(22)	5(19)	2(7)	1(4)
19. Sufficiency of higher level cognitive skills in the curriculum.	7(26)	9(33)	9(33)	1(4)	0(0)
20. Opportunity for student expression of creativity.	7(26)	7(26)	9(33)	3(11)	1(4)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	9(33)	8(30)	9(33)	1(4)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	7(26)	8(30)	12(44)	0(0)	0(0)
23. Quality of materials used for independent work by students.	7(26)	4(15)	9(33)	5(19)	2(7)
24. Suitability of homework provided.	8(30)	7(26)	7(26)	3(11)	1(4)
25. Overall impression of the District Language Program.	8(30)	5(19)	8(30)	5(19)	0(0)
26. Opportunity for teachers to exercise and grow in professional expertise.	9(33)	10(37)	6(22)	1(4)	1(4)
27. Level of priority given by teachers to implementing the program.	5(19)	6(22)	4(15)	5(19)	6(22)
28. Thoroughness with which teachers are implementing the new English Language Program.	1(4)	1(4)	7(26)	11(41)	7(26)
TOTAL	195 (26)	173 (23)	213 (29)	123 (16)	42 (6)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP Elementary Teachers, Grades K-3

ITEM NO.	ITEM DESCRIPTION	LOW 1 N(%)	2 N(%)	RATINGS 3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	62(27)	39(17)	78(34)	33(14)	6(3)
2.	Inservice and direction after start of school year.	58(25)	54(23)	71(31)	29(13)	3(1)
3.	Availability of materials.	19(8)	35(15)	56(24)	52(23)	67(29)
4.	Support by Central Office Personnel.	30(13)	27(12)	109(47)	34(15)	16(7)
5.	Appropriateness of reading level of materials.	18(8)	32(14)	73(32)	75(32)	29(13)
6.	Effectiveness in teaching oral communication.	10(4)	46(20)	88(38)	59(26)	24(10)
7.	Effectiveness in teaching writing.	16(7)	41(18)	86(37)	60(26)	16(7)
8.	Effectiveness in teaching recognized standard English usage.	4(2)	14(6)	92(40)	88(38)	32(14)
9.	Suitability of difficulty level of materials for levels assigned.	17(7)	45(19)	82(36)	58(25)	27(12)
10.	Appropriateness of activities to sustain student achievement of objectives.	13(6)	37(16)	77(33)	76(33)	26(11)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	11(5)	26(11)	99(43)	70(30)	18(8)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	17(7)	33(14)	104(45)	56(24)	15(6)
13.	Effectiveness of unit test in assessing mastery.	13(6)	28(12)	65(28)	83(36)	39(17)
14.	Adequacy of cumulative tests in measuring retention.	19(8)	31(13)	89(39)	56(24)	16(7)
15.	Correctness/appropriateness					

[illegible] retention.	19(8)	31(13)	89(39)	56(24)	16(7)
15. Correctness/appropriateness of pacing schedule.	24(10)	48(21)	86(37)	52(23)	18(8)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	11(5)	29(13)	99(43)	63(27)	20(9)
17. Adequacy of time in school day's schedule to implement curriculum.	42(18)	54(23)	60(26)	54(23)	20(9)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	39(17)	61(26)	65(28)	47(20)	14(6)
19. Sufficiency of higher level cognitive skills in the curriculum.	25(11)	59(26)	93(40)	32(14)	8(3)
20. Opportunity for student expression of creativity.	25(11)	60(26)	87(38)	38(16)	13(6)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	15(6)	45(19)	96(42)	59(26)	8(3)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	18(8)	46(20)	123(53)	27(12)	6(3)
23. Quality of materials used for independent work by students.	24(10)	34(15)	80(35)	65(28)	25(11)
24. Suitability of homework provided.	42(18)	44(19)	76(33)	14(6)	8(3)
25. Overall impression of the District Language Program.	23(10)	37(16)	69(30)	75(32)	26(11)
26. Opportunity for teachers to exercise and grow in professional expertise.	34(15)	39(17)	82(36)	49(21)	20(9)
27. Level of priority given by teachers to implementing the program.	13(6)	19(8)	82(36)	68(29)	46(20)
28. Thoroughness with which teachers are implementing the new English Language Program.	0(0)	14(6)	44(19)	93(40)	78(34)
TOTAL	642 (10)	1,077 (17)	2,311 (37)	1,565 (25)	655 (10)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP Elementary Teachers, Grades 4-6

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	48(26)	27(15)	65(35)	30(16)	7(4)
2.	Inservice and direction after start of school year.	50(27)	31(17)	65(35)	23(13)	9(5)
3.	Availability of materials.	14(8)	38(21)	46(25)	41(22)	43(23)
4.	Support by Central Office Personnel.	29(16)	29(16)	72(39)	32(17)	12(7)
5.	Appropriateness of reading level of materials.	9(5)	9(5)	59(32)	70(38)	37(20)
6.	Effectiveness in teaching oral communication.	20(11)	24(13)	83(45)	43(23)	14(8)
7.	Effectiveness in teaching writing.	17(9)	26(14)	77(42)	51(28)	13(7)
8.	Effectiveness in teaching recognized standard English usage.	4(2)	11(6)	57(31)	71(39)	40(22)
9.	Suitability of difficulty level of materials for levels assigned.	8(4)	14(8)	63(34)	70(38)	29(16)
10.	Appropriateness of activities to sustain student achievement of objectives.	10(5)	21(11)	62(34)	64(35)	27(15)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	12(7)	20(11)	71(39)	55(30)	23(13)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	11(6)	32(17)	72(39)	52(28)	11(6)
13.	Effectiveness of unit test in assessing mastery.	12(7)	31(17)	52(28)	57(31)	32(17)
14.	Adequacy of cumulative tests in measuring retention.	12(7)	28(15)	70(38)	50(27)	[illegible]

[illegible] retention.	12(7)	28(15)	70(38)	50(27)	12(7)
15. Correctness/appropriateness of pacing schedule.	21(11)	38(21)	70(38)	42(23)	12(7)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	6(3)	22(12)	77(42)	55(30)	17(9)
17. Adequacy of time in school day's schedule to implement curriculum.	49(27)	47(26)	40(22)	33(18)	15(8)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	48(24)	36(20)	57(31)	32(17)	11(6)
19. Sufficiency of higher level cognitive skills in the curriculum.	19(10)	60(33)	66(36)	28(15)	7(4)
20. Opportunity for student expression of creativity.	34(18)	56(30)	56(30)	30(16)	5(3)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	16(9)	30(16)	86(47)	39(21)	11(6)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	21(11)	46(25)	88(48)	22(12)	4(2)
23. Quality of materials used for independent work by students.	20(11)	26(14)	45(24)	60(33)	31(17)
24. Suitability of homework provided.	27(15)	34(18)	59(32)	36(20)	12(7)
25. Overall impression of the District Language Program.	20(11)	27(15)	50(27)	63(34)	23(13)
26. Opportunity for teachers to exercise and grow in professional expertise.	38(21)	45(24)	59(32)	31(17)	9(5)
27. Level of priority given by teachers to implementing the program.	11(6)	17(9)	44(24)	63(34)	44(24)
28. Thoroughness with which teachers are implementing the new English Language Program.	2(1)	9(5)	37(20)	78((42)	57(31)
TOTAL	588 (11)	834 (17)	1,748 (35)	1,321 (26)	567 (11)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP English Teachers, Grade 7 or 8

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	33(44)	9(12)	21(28)	9(12)	0(0)
2.	Inservice and direction after start of school year.	28(37)	16(21)	19(25)	10(13)	0(0)
3.	Availability of materials.	15(20)	14(19)	22(29)	12(16)	12(16)
4.	Support by Central Office Personnel.	15(20)	18(24)	27(36)	9(12)	3(4)
5.	Appropriateness of reading level of materials.	5(7)	21(28)	33(44)	11(15)	5(7)
6.	Effectiveness in teaching oral communication.	7(9)	22(29)	33(44)	11(15)	2(3)
7.	Effectiveness in teaching writing.	11(15)	12(16)	30(40)	14(19)	8(11)
8.	Effectiveness in teaching recognized standard English usage.	10(13)	12(16)	34(45)	17(23)	2(3)
9.	Suitability of difficulty level of materials for levels assigned.	8(11)	26(35)	26(35)	13(17)	1(1)
10.	Appropriateness of activities to sustain student achievement of objectives.	9(12)	26(35)	29(39)	10(13)	1(1)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	9(12)	20(27)	38(51)	6(8)	2(3)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	9(12)	14(19)	39(52)	10(13)	1(1)
13.	Effectiveness of unit test in assessing mastery.	17(23)	21(28)	21(28)	12(16)	3(4)
14.	Adequacy of cumulative tests in measuring retention.	6(8)	21(28)	29(39)	11(15)	3(4)

measuring retention.	6(8)	21(28)	29(39)	11(15)	3(4)
15. Correctness/appropriateness of pacing schedule.	27(36)	21(28)	21(28)	5(7)	1(1)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	11(15)	19(25)	33(44)	10(13)	1(1)
17. Adequacy of time in school day's schedule to implement curriculum.	33(44)	21(28)	17(23)	3(4)	1(1)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	37(49)	19(25)	16(21)	3(4)	0(0)
19. Sufficiency of higher level cognitive skills in the curriculum.	16(21)	17(23)	33(44)	5(7)	2(3)
20. Opportunity for student expression of creativity.	15(20)	18(24)	28(37)	10(13)	4(5)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	9(12)	25(33)	34(45)	6(8)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	12(16)	17(23)	36(48)	7(9)	0(0)
23. Quality of materials used for independent work by students.	9(12)	19(25)	27(36)	15(20)	4(5)
24. Suitability of homework provided.	11(15)	17(23)	29(39)	14(19)	4(5)
25. Overall impression of the District Language Program.	22(29)	18(24)	24(32)	10(13)	1(1)
26. Opportunity for teachers to exercise and grow in professional expertise.	32(43)	19(25)	16(21)	5(7)	3(4)
27. Level of priority given by teachers to implementing the program.	15(20)	19(25)	19(25)	7(9)	11(15)
28. Thoroughness with which teachers are implementing the new English Language Program.	2(3)	11(15)	30(40)	17(23)	15(20)
TOTAL	433 (21)	512 (25)	764 (37)	272 (13)	90 (4)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP Elementary Administrators

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	1(8)	4(33)	4(33)	2(17)	1(8)
2.	Inservice and direction after start of school year.	0(0)	5(42)	3(25)	4(33)	0(0)
3.	Availability of materials.	2(17)	1(8)	2(17)	5(42)	2(17)
4.	Support by Central Office Personnel.	1(8)	3(25)	6(50)	1(8)	1(8)
5.	Appropriateness of reading level of materials.	4(33)	5(42)	3(25)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	1(8)	2(17)	8(67)	1(8)	0(0)
7.	Effectiveness in teaching writing.	0(0)	2(17)	8(67)	2(17)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	1(8)	2(17)	3(25)	4(33)	1(8)
9.	Suitability of difficulty level of materials for levels assigned.	5(42)	3(25)	3(25)	0(0)	1(8)
10.	Appropriateness of activities to sustain student achievement of objectives.	2(17)	2(17)	5(42)	1(8)	2(17)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	2(17)	1(8)	5(42)	1(8)	2(17)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	3(25)	6(50)	0(0)	2(17)
13.	Effectiveness of unit test in assessing mastery.	1(8)	3(25)	5(42)	2(17)	1(8)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	2(17)	6(50)	1(8)	1(8)

measuring retention.	0(0)	2(17)	6(50)	1(8)	1(8)
15. Correctness/appropriateness of pacing schedule.	6(50)	3(25)	3(25)	0(0)	0(0)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	4(33)	2(17)	3(25)	2(17)	1(8)
17. Adequacy of time in school day's schedule to implement curriculum.	7(58)	2(17)	3(25)	0(0)	0(0)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	5(42)	6(50)	1(8)	0(0)	0(0)
19. Sufficiency of higher level cognitive skills in the curriculum.	0(0)	2(17)	5(42)	3(25)	1(8)
20. Opportunity for student expression of creativity.	3(25)	0(0)	4(33)	4(33)	0(0)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	1(8)	1(8)	5(42)	4(33)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	2(17)	4(33)	3(25)	1(8)
23. Quality of materials used for independent work by students.	0(0)	3(25)	4(33)	5(42)	0(0)
24. Suitability of homework provided.	1(8)	3(25)	7(58)	1(8)	0(0)
25. Overall impression of the District Language Program.	0(0)	4(33)	5(42)	3(25)	0(0)
26. Opportunity for teachers to exercise and grow in professional expertise.	1(8)	4(33)	3(25)	2(17)	1(8)
27. Level of priority given by teachers to implementing the program.	1(8)	2(17)	6(50)	3(25)	0(0)
28. Thoroughness with which teachers are implementing the new English Language Program.	1(8)	0(0)	5(42)	5(42)	0(0)
TOTAL	50 (15)	72 (22)	125 (39)	59 (18)	18 (6)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP Secondary Administrators

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	0(0)	1(50)	1(50)	0(0)	0(0)
2.	Inservice and direction after start of school year.	0(0)	1(50)	0(0)	1(50)	0(0)
3.	Availability of materials.	0(0)	0(0)	1(50)	1(50)	0(0)
4.	Support by Central Office Personnel.	0(0)	0(0)	0(0)	2(100)	0(0)
5.	Appropriateness of reading level of materials.	0(0)	1(50)	1(50)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	0(0)	0(0)	1(50)	1(50)	0(0)
7.	Effectiveness in teaching writing.	0(0)	2(100)	0(0)	0(0)	0(0)
8.	Effectiveness in teaching recognised standard English usage.	0(0)	2(100)	0(0)	0(0)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	1(50)	0(0)	0(0)	1(50)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	1(50)	0(0)	0(0)	1(50)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	2(100)	0(0)	0(0)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	2(100)	0(0)	0(0)	0(0)
13.	Effectiveness of unit test in assessing mastery.	0(0)	0(0)	1(50)	0(0)	1(50)
14.	Adequacy of cumulative tests in measuring retention.	1(50)	0(0)	0(0)	1(50)	0(0)
15.	Correctness/appropriateness of pacing schedule					

measuring retention.	2(11)	7(39)	5(28)	0(0)	0(0)
15. Correctness/appropriateness of pacing schedule.	12(67)	4(22)	2(11)	0(0)	0(0)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	2(11)	5(28)	6(33)	4(22)	0(0)
17. Adequacy of time in school day's schedule to implement curriculum.	4(22)	9(50)	4(22)	1(6)	0(0)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	5(28)	8(44)	5(28)	0(0)	0(0)
19. Sufficiency of higher level cognitive skills in the curriculum.	2(11)	2(11)	9(50)	3(17)	0(0)
20. Opportunity for student expression of creativity.	2(11)	5(28)	8(44)	2(11)	0(0)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	8(44)	6(33)	3(17)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	1(6)	6(33)	8(44)	2(11)	0(0)
23. Quality of materials used for independent work by students.	0(0)	5(28)	8(44)	4(22)	0(0)
24. Suitability of homework provided.	2(11)	4(22)	8(44)	0(0)	0(0)
25. Overall impression of the District Language Program.	4(22)	5(28)	8(44)	1(6)	0(0)
26. Opportunity for teachers to exercise and grow in professional expertise.	2(11)	6(33)	7(39)	1(6)	0(0)
27. Level of priority given by teachers to implementing the program.	3(17)	6(33)	5(28)	3(17)	1(6)
28. Thoroughness with which teachers are implementing the new English Language Program.	0(0)	2(11)	5(28)	7(39)	1(6)
TOTAL	81 (17)	150 (32)	169 (36)	61 (13)	10 (2)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP English Resource Teacher, Elementary School

ITEM NO.	ITEM DESCRIPTION	RATINGS LOW 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	3(17)	9(50)	6(33)	0(0)	0(0)
2.	Inservice and direction after start of school year.	9(50)	8(44)	1(6)	0(0)	0(0)
3.	Availability of materials.	1(6)	5(28)	4(22)	2(11)	6(33)
4.	Support by Central Office Personnel.	4(22)	11(61)	1(6)	1(6)	0(0)
5.	Appropriateness of reading level of materials.	7(39)	6(33)	3(17)	1(6)	0(0)
6.	Effectiveness in teaching oral communication.	0(0)	5(28)	8(44)	4(22)	0(0)
7.	Effectiveness in teaching writing.	0(0)	6(33)	7(39)	3(17)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	3(17)	8(44)	6(33)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	8(44)	4(22)	4(22)	1(6)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	1(6)	5(28)	9(50)	1(6)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	3(17)	2(11)	6(33)	5(28)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	2(11)	3(17)	8(44)	2(11)	2(11)
13.	Effectiveness of unit test in assessing mastery.	2(11)	1(6)	10(56)	4(22)	0(0)
14.	Adequacy of cumulative tests in measuring retention.	2(11)	7(39)	5(28)	0(0)	0(0)

				4(22)	0(0)
[illegible] of cumulative tests in measuring retention.	2(11)	7(39)	5(28)	0(0)	0(0)
15. Correctness/appropriateness of pacing schedule.	12(67)	4(22)	2(11)	0(0)	0(0)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	2(11)	5(28)	6(33)	4(22)	0(0)
17. Adequacy of time in school day's schedule to implement curriculum.	4(22)	9(50)	4(22)	1(6)	0(0)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	5(28)	8(44)	5(28)	0(0)	0(0)
19. Sufficiency of higher level cognitive skills in the curriculum.	2(11)	2(11)	9(50)	3(17)	0(0)
20. Opportunity for student expression of creativity.	2(11)	5(28)	8(44)	2(11)	0(0)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	8(44)	6(33)	3(17)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	1(6)	6(33)	8(44)	2(11)	0(0)
23. Quality of materials used for independent work by students.	0(0)	5(28)	8(44)	4(22)	0(0)
24. Suitability of homework provided.	2(11)	4(22)	8(44)	0(0)	0(0)
25. Overall impression of the District Language Program.	4(22)	5(28)	8(44)	1(6)	0(0)
26. Opportunity for teachers to exercise and grow in professional expertise.	2(11)	6(33)	7(39)	1(6)	0(0)
27. Level of priority given by teachers to implementing the program.	3(17)	6(33)	5(28)	3(17)	1(6)
28. Thoroughness with which teachers are implementing the new English Language Program.	0(0)	2(11)	5(28)	7(39)	1(6)
TOTAL	81 (17)	150 (32)	169 (36)	61 (13)	10 (2)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
AGP English Resource Teacher, Secondary School

ITEM NO.	ITEM DESCRIPTION	LOW 1 N(%)	2 N(%)	RATINGS 3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	2(100)	0(0)	0(0)	0(0)	0(0)
2.	Inservice and direction after start of school year.	2(100)	0(0)	0(0)	0(0)	0(0)
3.	Availability of materials.	0(0)	0(0)	1(50)	1(50)	0(0)
4.	Support by Central Office Personnel.	0(0)	0(0)	1(50)	0(0)	1(50)
5.	Appropriateness of reading level of materials.	1(50)	1(50)	0(0)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	1(50)	1(50)	0(0)	0(0)	0(0)
7.	Effectiveness in teaching writing.	2(100)	0(0)	0(0)	0(0)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	1(50)	0(0)	1(50)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	2(100)	0(0)	0(0)	0(0)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	2(100)	0(0)	0(0)	0(0)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	1(50)	1(50)	0(0)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	1(50)	1(50)	0(0)	0(0)	0(0)
13.	Effectiveness of unit test in assessing mastery.	2(100)	0(0)	0(0)	0(0)	0(0)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	0(0)	1(50)	1(50)	0(0)
15.	Correctness/appropriateness of pacing schedule					

			1(50)	1(50)	0(0)
15. Correctness/appropriateness of pacing schedule.	1(50)	1(50)	0(0)	0(0)	0(0)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	1(50)	1(50)	0(0)	0(0)	0(0)
17. Adequacy of time in school day's schedule to implement curriculum.	2(100)	0(0)	0(0)	0(0)	0(0)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	1(50)	1(50)	0(0)	0(0)	0(0)
19. Sufficiency of higher level cognitive skills in the curriculum.	0(0)	1(50)	1(50)	0(0)	0(0)
20. Opportunity for student expression of creativity.	1(50)	1(50)	0(0)	0(0)	0(0)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	1(50)	1(50)	0(0)	0(0)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	2(100)	0(0)	0(0)	0(0)
23. Quality of materials used for independent work by students.	2(100)	0(0)	0(0)	0(0)	0(0)
24. Suitability of homework provided.	2(100)	0(0)	0(0)	0(0)	0(0)
25. Overall impression of the District Language Program.	2(100)	0(0)	0(0)	0(0)	0(0)
26. Opportunity for teachers to exercise and grow in professional expertise.	2(100)	0(0)	0(0)	0(0)	0(0)
27. Level of priority given by teachers to implementing the program.	0(0)	0(0)	2(100)	0(0)	0(0)
28. Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)	0(0)	2(100)	0(0)
TOTAL	30 (14)	13 (23)	7 (13)	5 (8)	1 (2)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP, Elementary Administrator

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	1(7)	3(21)	3(21)	4(29)	3(21)
2.	Inservice and direction after start of school year.	0(0)	3(21)	2(14)	6(43)	3(21)
3.	Availability of materials.	0(0)	1(7)	5(36)	4(29)	4(29)
4.	Support by Central Office Personnel.	0(0)	1(7)	4(29)	4(29)	5(36)
5.	Appropriateness of reading level of materials.	0(0)	2(14)	1(7)	8(57)	3(21)
6.	Effectiveness in teaching oral communication.	0(0)	0(0)	4(29)	6(43)	4(29)
7.	Effectiveness in teaching writing.	0(0)	0(0)	3(21)	8(57)	3(21)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	0(0)	4(29)	7(50)	3(21)
9.	Suitability of difficulty level of materials for levels assigned.	0(0)	1(7)	2(14)	9(64)	2(14)
10.	Appropriateness of activities to sustain student achievement of objectives.	0(0)	0(0)	6(43)	4(29)	4(29)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	0(0)	3(21)	9(64)	2(14)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	0(0)	3(21)	8(57)	3(21)
13.	Effectiveness of unit test in assessing mastery.	0(0)	0(0)	4(29)	5(36)	5(36)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	0(0)			

measuring retention.	0(0)	0(0)	4(29)	2(14)	5(36)
15. Correctness/appropriateness of pacing schedule.	1(7)	1(7)	4(29)	3(21)	4(29)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	0(0)	0(0)	2(14)	8(57)	3(21)
17. Adequacy of time in school day's schedule to implement curriculum.	0(0)	4(29)	4(29)	4(29)	2(14)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	1(7)	4(29)	4(29)	4(29)	1(7)
19. Sufficiency of higher level cognitive skills in the curriculum.	0(0)	3(21)	4(29)	6(43)	0(0)
20. Opportunity for student expression of creativity.	0(0)	3(21)	3(21)	8(57)	0(0)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	1(7)	5(36)	7(50)	1(7)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	2(14)	4(29)	7(50)	0(0)
23. Quality of materials used for independent work by students.	0(0)	2(14)	4(29)	5(36)	3(21)
24. Suitability of homework provided.	0(0)	2(14)	5(36)	5(36)	2(14)
25. Overall impression of the District Language Program.	0(0)	1(7)	3(21)	5(36)	5(36)
26. Opportunity for teachers to exercise and grow in professional expertise.	2(14)	0(0)	3(21)	6(43)	3(21)
27. Level of priority given by teachers to implementing the program.	0(0)	2(14)	4(29)	6(43)	2(14)
28. Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)	3(21)	8(57)	3(21)
TOTAL	5 (1)	36 (9)	100 (26)	164 (43)	78 (20)

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SAN DIEGO CITY SCHOOLS
DISTRICT LANGUAGE PROGRAM
Total Response for
Non-AGP, Secondary Administrator

ITEM NO.	ITEM DESCRIPTION	LOW RATINGS 1 N(%)	2 N(%)	3 N(%)	4 N(%)	HIGH 5 N(%)
1.	District inservice prior to start of school year.	0(0)	0(0)	2(100)	0(0)	0(0)
2.	Inservice and direction after start of school year.	0(0)	0(0)	2(100)	0(0)	0(0)
3.	Availability of materials.	0(0)	1(50)	0(0)	1(50)	0(0)
4.	Support by Central Office Personnel.	0(0)	0(0)	1(50	1(50)	0(0)
5.	Appropriateness of reading level of materials.	0(0)	0(0)	2(100)	0(0)	0(0)
6.	Effectiveness in teaching oral communication.	0(0)	0(0)	1(50)	1(50)	0(0)
7.	Effectiveness in teaching writing.	0(0)	1(50)	0(0)	1(50)	0(0)
8.	Effectiveness in teaching recognized standard English usage.	0(0)	0(0)	1(50)	1(50)	0(0)
9.	Suitability of difficulty level of materials for levels assigned.	0(0)	0(0)	2(100)	0(0)	0(0)
10.	Appropriateness of activities to sustain student achievement of objectives.	0(0)	0(0)	2(100)	0(0)	0(0)
11.	Effectiveness of unit products in demonstrating achievement of unit objectives.	0(0)	0(0)	1(50)	1(50)	0(0)
12.	Appropriateness and viability of language product concept in carrying out and measuring student achievement.	0(0)	0(0)	2(100)	0(0)	0(0)
13.	Effectiveness of unit test in assessing mastery.	0(0)	1(50)	1(50)	0(0)	0(0)
14.	Adequacy of cumulative tests in measuring retention.	0(0)	1(50)	1(50)	0(0)	

measuring retention.	0(0)	1(50)	1(50)	0(0)	0(0)
15. Correctness/appropriateness of pacing schedule.	0(0)	1(50)	1(50)	0(0)	0(0)
16. Appropriateness of curriculum for Direct Instruction and Mastery Learning.	0(0)	0(0)	2(100)	0(0)	0(0)
17. Adequacy of time in school day's schedule to implement curriculum.	0(0)	2(100)	0(0)	0(0)	0(0)
18. Adequacy of time in school day or class period to implement other areas of curriculum.	0(0)	2(100)	0(0)	0(0)	0(0)
19. Sufficiency of higher level cognitive skills in the curriculum.	0(0)	0(0)	2(100)	0(0)	0(0)
20. Opportunity for student expression of creativity.	0(0)	1(50)	1(50)	0(0)	0(0)
21. Adequacy of opportunities for practice in the application of cognitive skills taught.	0(0)	0(0)	2(100)	0(0)	0(0)
22. Adequacy of opportunity to practice convergent and divergent thinking skills.	0(0)	1(50)	1(50)	0(0)	0(0)
23. Quality of materials used for independent work by students.	0(0)	0(0)	2(100)	0(0)	0(0)
24. Suitability of homework provided.	0(0)	0(0)	2(100)	0(0)	0(0)
25. Overall impression of the District Language Program.	0(0)	0(0)	2(100)	0(0)	0(0)
26. Opportunity for teachers to exercise and grow in professional expertise.	0(0)	1(50)	1(50)	0(0)	0(0)
27. Level of priority given by teachers to implementing the program.	0(0)	0(0)	1(50)	1(50)	0(0)
28. Thoroughness with which teachers are implementing the new English Language Program.	0(0)	0(0)	1(50)	1(50)	0(0)
TOTAL	0 (0)	12 (22)	36 (64)	8 (14)	0 (0)

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